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ABSTRACT

This Indiana distributive education competency-based curriculum model is designed to help teachers and local administrators plan and conduct a comprehensive marketing and distributive education program. It is divided into three levels--one level for each year of a three-year program. The competencies common to a variety of marketing and distributive occupations form the bases for levels 1 and 2, while common competencies for marketing management positions supply the foundation for level 3. Modified learning objectives, suggested learning activities, and appropriate materials are matched for each competency. Topics covered in level 1 include the scope and role of distributive education, career development, and fundamentals of selling and sales communication: written and oral communications and mathematics in marketing and distribution: personal development, human relations, and ethics: and American business and the free enterprise system. Level 2 covers such additional areas as marketing strategy and promotional mix, product and service technology, stock control and facility safety, and sales promotion. Marketing management competency development in such areas as human relations, communications, mathematics, sales promotion, merchandising, operations, and administration and supervision are outlined in level 3. A bibliography and the addresses of publishers and references are included after level 3. (MN)

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INDIANA DISTRIBUTIVE EDUCATION
COMPETENCY BASED CURRICULUM MODEL

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Developed Through
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and

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INDIANA DISTRIBUTIVE EDUCATION
COMPETENCY BASED CURRICULUM MODEL

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FOREWARD

The Indiana Distributive Education Competency Based Curriculum Model has been developed to provide classroom teachers and local administrators with a guide for planning and conducting a comprehensive marketing and distributive education program. The model has been constructed to allow maximum flexibility. A variety of suggested learning activities are provided to enable teachers to select those most appropriate for their teaching styles and their students learning patterns. In addition, a variety of learning materials and references are listed. This allows the teacher to know of and secure the resources suited for teaching/learning the competencies required of marketing and distributive workers.

The research process included a review of the competency research in marketing and distributive education, a jury of experts review and approval of the Crawford common competencies and common managerial competencies, and an one-year field test in fifteen Indiana marketing and distributive education programs.

Many people contributed to the development of the model. Sincere appreciation is extended to advisory committee members: Mr. Robert Ahearn, Herff Jones, Inc.; Mrs. Beth Clark, Carmel High School; Ms. Melanie Devitt, Division of Vocational Education; Dr. Adaline Eastman, Ball State University; Dr. Leona Gallion, Indiana State University; Mr. Lyle Harding, South Bend Washington High School; Mrs. Rebecca Kammeyer, Mississinewa High School; Mrs. Twyla Lamb, Blue River Vocational-Technical Center; Dr. Ralph Mason, Indiana State University; Mr. Jay McGill, Martinsville High School; Mr. Phillip Myers, Division of Vocational Education; Mr. John Sullivan, Burger Chef Systems, Inc.; Dr. Thomas White, Indiana University; and Mr. Robert Wray, Central Nine Vocational-Technical School.

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A special thank you is given to Mr. Lee Thompson for developing the first draft of LEVEL 2.

Special appreciation is made to Sue Woodard, Judy Bowan, Pam Burris, Vicki McEntaffer, Jeanne Chappell, and Susan Stippler who worked faithfully and diligently preparing the model for production.

INFORMATION FOR USING THE MODEL

Several factors combined to spark the initiative to develop The Indiana Distributive Education Competency Based Curriculum Model. For years teachers have discussed: "What to teach?" "How to teach it?" "When to teach it?" and "What materials to use?" The model seeks to provide a flexible, yet consistent means for answering these questions. The movement toward competency based vocational education and the desire to expand the program scope beyond retailing to encompass marketing was an influential factor too. In addition, the recent development and availability of curriculum materials prompted the need to organize them for effective use. One other factor has been the increased interest in three-year program structures.

Therefore, the purpose of the model is to provide a flexible curriculum guide based upon researched competencies needed for a variety of marketing and distributive occupations that incorporates the vast amount of materials in a three-year program structure. The model is intended to be a guide only, not a mandated curriculum. Because of the different program characteristics, two- and three-year programs, laboratory and cooperative, and comprehensive high school and area vocational school, the model is intended to provide a framework which teachers can modify, adjust, and build upon to meet their special circumstances and needs.

Organization of the Model

The model is divided into three levels. One level for each year of a three-year program or the levels can be refined for a two-year program. The Division of Vocational Education course descriptions are appropriate for the levels: Introduction to Marketing and Distributive Education (D.E. I & II) for Level 1, Marketing and Distributive Education (D.E. III & IV) for Level 2, and Marketing Management (D.E. V & VI) for Level 3. Course goals are listed for each level too.

The competencies common to a variety of marketing and distributive occupations form the bases for Levels 1 and 2. Common competencies for marketing management positions supply the foundation for Level 3. For the competencies, modified learning objectives, suggested learning activities, and appropriate materials are matched.

The objectives basically include only the action verb statement. Teachers, considering their program and student variables, may determine the criteria and means of evaluating competency development.

An assortment of student learning activities are suggested. When possible, individual, small group, and large group activities are presented so that the teacher may select the most appropriate. The suggested activities do not preclude the use of other activities that the teacher may develop. In fact, teachers are encouraged to devise other activities that later may be incorporated into the model.

The references matched to the competencies include textbooks, workbooks, DECA materials, manuals, pamphlets, bulletin boards, A-V materials, and

many others. It is not intended that the teacher obtain and use every resource. Rather, the materials listed are intended to save the teacher time and effort searching out, reviewing, and organizing resources. A bibliography and the addresses of publishers and reference sources are included after Level 3.

Planning to Use the Model

To use the model effectively, planning is the key. The model may be used as presented or modified. However, in both situations many points must be considered and decided upon. Program variables like students, equipment, school setting, and teacher experience should be reviewed.

Time frames must be determined. Two-year programs in comprehensive high schools will not have sufficient classroom time to thoroughly cover all three levels. Area vocational school two-year programs with two to three-hour laboratories may be able to work through Levels 1 and 2 during the first year of the program. They may, however, have difficulty handling Level 3 during the second year because of meeting only one day per week. Therefore, it is important for the teacher to allocate carefully classroom time for the priority competency areas.

Also, during the planning, activities must be selected and materials organized. Activities selected may involve teacher and student preparation, as well as, material preparation or duplication. A-V materials usually must be ordered well in advance. Teachers, too, should plan for other important activities that are not incorporated in the model. DECA meetings, conferences, sales projects, school assemblies, and others are not provided for in the model.

The model provides a guide, the teacher must plan to effectively use it.

INDIANA MARKETING AND DISTRIBUTIVE EDUCATION

PROGRAMS/COURSES

The programs/courses and instructional methods listed below are approved for all Local Education Agencies (LEAs) for stated grade levels and credit value. Other courses may be offered for credit provided a course outline is approved by the General Commission of the Indiana State Board of Education and the State Board of Vocational and Technical Education.

<u>Programs/Courses</u>	<u>Year of Offering</u>	<u>Semester(s)</u>	<u>Instructional Unit Value</u>
Introduction to Marketing and Distributive Education (D.E. I) 1 period project method	10 - 12	2	1
Marketing and Distributive Education (D.E. II)			
1 period project method	11 - 12	2	1
2 period project method	11 - 12	2	2
3 period project method	11 - 12	2	3
Cooperative method			
A. 1 period-related instruction	11 - 12	2	1
B. On-the-Job Training	11 - 12	2	2 - 3
Marketing Management (D.E. III)			
1 period project method	12	2	1
2 period project method	12	2	2
2 period specialized program	12	2	2
3 period project method	12	2	3
3 period specialized program	12	2	3
Cooperative (1)			
A. 1 period-related instruction	12	2	1
B. On-the-Job Training	12	2	2 - 3
Cooperative (2)			
A. 2 period-related instruction -	12	2	2
B. On-the-Job Training	12	2	2 - 3
Marketing and Distributive Education, Specialized	10 - 12	1 - 2	.5 - 1

Revised: August 31, 1979

**GOALS FOR MARKETING AND
DISTRIBUTIVE EDUCATION PROGRAMS**

1. Perform successfully the duties required in retail, wholesale, service, or other marketing occupations at the entry, career sustaining, and specialization job levels.
2. Demonstrate the social skills and understandings necessary to successfully perform at the entry, career sustaining, and specialization job levels.
3. Communicate in both an oral and written manner that is readily understood and acceptable to customers and associates.
4. Perform satisfactorily the mathematical computations that are necessary in retail, wholesale, service, or other marketing occupations at the entry, career sustaining, and specialization job levels.
5. Know and use correctly the terminology employed in retail, wholesale, service, or other marketing occupations at the entry, career sustaining, and specialization job levels.
6. Demonstrate qualities of leadership in both in-school and out-of-school activities.
7. Demonstrate an understanding of, and appreciation for, the American private enterprise system as a cornerstone of the American democracy.
8. Demonstrate a knowledge of the opportunities and requirements in marketing and distribution as a career field.

INTRODUCTION TO MARKETING AND DISTRIBUTIVE EDUCATION--D.E. I & II

(LEVEL 1)

INTRODUCTION TO MARKETING AND DISTRIBUTIVE EDUCATION

D.E. I & II

Introduction to Marketing and Distributive Education (D.E. I & II) - .5 unit of credit. Basic introduction to the scope and importance of Marketing and Distributive Education, career development, and the Distributive Education Clubs of America (DECA). Emphasis is placed on the importance of leadership and followership in organization structures found in a democratic society, as well as, development of basic job skills necessary to secure, hold and advance in jobs in marketing and distributive occupations. Job skills in human relations, work ethic, job application and interview, oral and written communications, mathematics, selling, sales promotion, marketing functions, and job safety. Also included are basic understanding of the profit motive, channels of distribution, economic understanding and other marketing functions. This course should include simulated occupational experiences and projects in the various marketing functions such as those available through the Distributive Education Clubs of America (DECA) program of activities.

Course Goals for Introduction to Marketing and Distributive Education are:

1. Introduce students to the scope and importance of the field of marketing and distribution.
2. Introduce students to the co-curricular DECA activities in the Distributive Education program.
3. Acquaint students with career opportunities which marketing and distribution offers.
4. Assist students in selecting a tentative career objective in marketing and distribution.
5. Help students develop skills in the following competency areas needed by students to enter marketing and distributive occupations:
 - a. Human Relations
 - b. Communications
 - c. Mathematics
 - d. Selling
 - e. Sales Promotion

INTRODUCTION TO MARKETING AND DISTRIBUTIVE EDUCATION
D.E. I & II
(LEVEL 1)

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COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

I. Introduction to Distributive Education I and II.	Given the appropriate information, the student will be able to:		
A. Scope and Importance of Distributive Education.			
1. Knowledge of Distributive Education I, II classroom operation.	Demonstrate daily that they understand classroom operations by successfully serving in a variety of management positions and by productively participating in classroom activities.	Have students perform various classroom management roles such as taking attendance, filing LAPS, cleaning up room, serving as class librarian, etc.	LAPS Handbook by IDECC.
2. Knowledge of the Distributive Education I and II Program.	Define correctly Distributive Education.	View film: "Distributive Education: The Choice is Yours."	Film: "Distributive Education: The Choice is Yours". Order from DECA, Inc., or Sears Roebuck, & Co.
	List correctly the three goals of the D. E. Program.	Have students write a short paper on what D. E. means to them.	General Marketing Curriculum by Reeves, Robertson, Luter (Texas), pp 1-5. "Orientation to D. E. Transparencies", by Cheshire (Colonial Films).

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

B. Understanding DECA.

1. Knowledge of the nature and purpose of DECA.

Briefly and correctly explain the history of Distributive Education.

Distinguish correctly between Distributive Education and other vocational programs offered at the local high school.

Given the appropriate information, the student will be able to:

Define correctly what DECA is and state the two major purposes of DECA.

Use a crossword puzzle to include key names, legislation and dates.

Invite coordinator from one of the other vocational areas to explain their respective program.

Have students put up a bulletin board on D. E.

Use students to give guided tours of vocational facilities at career centers.

View filmstrip on DECA (All About DECA).

View slides taken of your local chapter engaging in various DECA activities.

Games, Puzzles, and Simulations for Distribution by Wilkie.

Organization & Administration of D. E. by Crawford and Meyer (Merrill).

Bulletin Boards for D. E. by Ohio D. E. Materials Lab.

"All About DECA" by DECA.

DECA: The First Thirty Years by Riley (DECA).
DECA transparency masters by DECA.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

2. Knowledge that DECA is an integral part of the Distributive Education Program.

Briefly and correctly explain the historical background of DECA.

List correctly the five divisions of DECA and their relationship to DECA organization (National, State, District, Local).

Draw the DECA diamond and correctly explain the four points of the diamond, the meaning of the wrapped package, and the DECA byline.

Explain correctly the difference between co-curricular and extra-curricular activities.

Describe correctly the role of DECA and its relationship to the total D. E. Program.

Conduct first DECA meeting during class.

Have students develop a contract grading system which includes an evaluation of DECA activities.

Invite state or district officers to tell students how vital DECA activities are to D. E.

DECA transparency masters by DECA.

Organization & Administration of Distributive Education by Crawford & Meyer (Merrill).

DECA transparency masters by DECA

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

3. Knowledge of how DECA activities contribute to the learning of distribution & marketing and how to participate in them.

Explain correctly how DECA activities contribute to the learning of distribution and marketing.

List correctly DECA competitive events, to include Competency Based Competitive event areas.

Take DECA sponsored field trip to local shopping center or downtown to observe the variety of marketing occupations available in the local area.

Introduce students to Merit Awards Program (MAPS). Student can begin Bronze Award level activities.

Have student who has competed in district/state/national competition explain how the competition works.

View slide presentation on CDC.

View slide presentation on CBCE's ("Follow Me Through the New Series Competency Based Events").

A Program of Action for DECA Activities by DECA.

Merit Awards Handbook by DECA.

DECA Handbook by DECA.

Indiana DECA Competitive Activities Handbook (1978)

"1979 DECA-Career Development Conference H. S. Division" slide presentation by DECA.

"Follow Me Through the New Series Competency Based Events" by DECA.

CBCE Handbook by DECA.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

4. Knowledge that leadership is important in organizations in a democratic society.	Explain correctly the importance of leadership in organizations in a democratic society.	Invite local official or state representative to discuss importance of leadership in a democratic society. Perform activities in "Introduction to Leadership." Have students discuss in small groups the different leadership styles and their effect on democratic societies.	<u>Leadership Development and Officer Training Handbook</u> by DECA. <u>Practical Leadership</u> by Klwer & Robertson (Texas IMC). <u>Leadership Training Units for Vocational Youth</u>, Units 1 & 13, by Purdue.
5. Knowledge of the need for leaders and participants in DECA program.	Participate throughout the year in the local DECA Chapter and volunteer to serve as an officer or committee member.	Elect officers and initiate members. Invite a District or State officer to conduct the initiation. View officer filmstrips ("All About DECA" series). Attend Ball State DECA Rodeo in the fall.	<u>A Guide for DECA Chapter Officers</u> by DECA. "All About DECA" by DECA.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

6. Skill in the proficient use of parliamentary procedures.

Proficiently use parliamentary procedures during DECA meeting.

Use parliamentary procedure during DECA meeting.

Parliamentary Law Makes Sense by Ohio D. E. Materials Lab.

Lead students through a simulated meeting script.

Parliamentary Procedure by Ohio D. E. Materials Lab.

View filmstrips on Parliamentary Procedure ("All About DECA Series").

"All About DECA" by DECA.

A Guide for Chapter Officers by DECA.

The How in Parliamentary Procedure Manual by University of Texas.

Perform activities in Parliamentary Procedure.

Leadership Training Units for Vocational Youth Unit 3, by Purdue.

7. Skill in informing others about DECA.

Correctly inform others about DECA throughout the year.

Have students conduct a membership drive.

DECA Handbook by DECA.

Practice telling members of the class about DECA.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

8. Skill in carrying out activities suitable for DECA.	Properly carry out activities suitable for DECA when given a leadership position.	Conduct leadership simulations for training students. Develop a program of activities calendar for the year. Organize a 7-UP MDA Community project. Attend summer Leadership Development Institute (LDI) Sponsored by DECA.	<u>Leadership Simulation/DECA</u> by DECA. <u>Developing a Program of Activities for Local Chapters</u> by CHIO D. E. Materials Lab. 7-UP/MDA Community Service-Civic Conciousness Project. <u>Leadership Development & Officer Training Handbook</u> by DECA. <u>A Program of Action for DECA Activity</u> by DECA.
C. School Store (Option for programs operating a school store. Same skills offered also in marketing area.)	Given the appropriate information, the student will be able to:		

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

1. Knowledge of school store policy and operating procedures of the store.

Explain school store policy and operating procedures.

Work in school store.

The School Store: A Retail Laboratory for D. E. by Ohio Materials Lab.

2. Skill in cash register and change making.

Accurately operate cash register and give change.

Work in school store.

In-School Store for Distributive Education by Devitt, Indiana Curriculum Materials Center
See references for Basic Skills, III-C, #7,8,9.

3. Skill in shop-lifting detection, inventory, display, selling and any other competencies determined as necessary by the coordinator.

Work in school store efficiently with minimal error.

Work in school store.

See references relating to Marketing Skills II.

- D. Career Development (With emphasis on self-understanding).

Given the appropriate information, the student will be able to:

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

1. Opportunities for a Career in Marketing & Distribution Occupations.	Develop a career awareness of marketing and related careers.	Show "The Start of Something Big" (slide-tape). View filmstrips: "What Is A Career?" & "Worlds of Opportunity in Themselves". Develop a Career Development Plan.	"The Start of Something Big" by OHIO D. E. Materials Lab. "What Is A Career?" & "Worlds of Opportunity in Themselves" by Instructional Materials Center (University of Texas). <u>General Marketing Curriculum</u> by Reeves, Robertson, Luter (Texas), p. 205.
a. General Knowledge of marketing and distribution occupations.	List the advantages and disadvantages of various marketing careers.	Have a panel debate the advantages and disadvantages of a career in marketing. Attend Indiana State University DECA Career Exploration Day in Fall.	<u>Exploring Wholesaling & Retailing Careers</u> by Eggland (South-Western), Path 1. <u>Occupational Outlook Handbook</u> by Department of Labor. <u>Distribution & Distributive Careers</u> by Grandfield & Gold (Fairchild), p. 53. <u>Marketing & Distribution</u> by Mason, Ross & Rath (Gregg, 2nd) p. 350. <u>Your Career in Marketing</u> by Beaumont, Langan & Taylor (Gregg, 2nd) Part 2.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

- b. Knowledge of the compensation & benefits derived from a career in marketing and distribution.

Discuss correctly what types of compensation and benefits are available in a career in marketing and distribution.

Arrange for a panel to talk to class by conference call about marketing and distribution occupations.

Complete exercise in Job Activity Guide for Your Career in Marketing.

Have students interview persons in marketing and distribution occupations to find out about compensation benefits.

Develop a DE/DECA Squares game (patterned after Hollywood Squares).

Contact GTE or Bell sales representative.

Job Activity Guide for Your Career in Marketing by Beaumont (Gregg) pp. 51-54.

Growing On the Job by Wilson (McGraw-Hill), Chapters 4 & 5.

Marketing & Distribution by Mason, Ross & Rath (Gregg, 2nd), p. 530.

Job Opportunities in Retailing Series by J. C. Penny.

Occupational Handbook by Department of Labor.

Your Career in Marketing by Beaumont & Langan, & Taylor (Gregg, 2nd), Part 12, p. 123.

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LEARNING ACTIVITIES

REFERENCE MATERIAL

- c. Skill in determining the opportunities for advancement in marketing and distribution.
2. The Attributes Required for a Career in Marketing and Distribution.

Determine correctly whether advancement is appropriate in a case study situation.

Develop a career ladder for at least one marketing occupation.

Evaluate a job according to the position, the company's position in the field, company's future, company's reputation, and the company's executive.

Give student case studies and have them determine whether the employee should be promoted (discuss in small or large groups).

Have students develop career ladder for a marketing occupation of their choice.

Have students take jobs listed in "Help-Wanted" section and write an evaluation of the job/company. Use job description forms found in Career Information Unit for D. E.

Growing on the Job by Wilson (McGraw-Hill), Chapter 3.

Your Career in Marketing by Beaumont, Langan, & Taylor (Gregg, 2nd), Part 6, p. 62.

Career Information Unit for D. E. by OHIO D. E. Materials Lab.

Careers in Marketing by Bikkie (Gregg), Chapters 3-9.

Exploring Wholesaling & Retailing Careers by Egglund (South-Western), pp. 41 & 100.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

a. Knowledge of the attitudes, skills and knowledges necessary for success in marketing and distribution occupations.

List correctly the five major competency areas necessary for success in marketing and distribution occupations.

Give students a list of jobs in marketing and distribution and have them determine the degree the five competencies are required to perform each job.

Marketing & Distribution by Mason, Ross, Rath (Gregg, 2nd), p. 534.

Your Career in Marketing by Beaumont, Langan, & Taylor (Gregg, 2nd), p. 144.

Complete exercises in Job Activity Guide for Your Career in Marketing.

Job Activity Guide for Your Career in Marketing (Gregg), Unit 6A, p. 185.

b. Knowledge of the social characteristics required for success in marketing & distribution occupations.

Demonstrate on a daily basis those social characteristics necessary for success in marketing and distribution occupations.

Use case studies on social skills to measure responses to various situations.

Your Career in Marketing by Beaumont, Langan, & Taylor (Gregg, 2nd), p. 151.

Have small groups prepare lists of social qualities needed for success.

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LEARNING ACTIVITIES

REFERENCE MATERIAL

c. Knowledge of the basic skills in mathematics and communications required for employment in marketing and distribution occupations.

Discuss which basic skills are necessary and important for employment in marketing and distribution occupations.

Use guest speakers from businesses to tell students about the importance of mastering basic skills in order to get employment in marketing and distribution occupations.

Your Career in Marketing by Beaumont, Langan, & Taylor (Gregg, 2nd), p. 144.

3. Determining a Career Objective.

Complete exercises in Job Activity Guide for Your Career in Marketing.

Job Activity Guide for Your Career in Marketing by Beaumont, Langan, & Taylor (Gregg, 2nd), pp. 56-60; 64-69.

a. Knowledge of how to use self-analysis as a step toward employment.

Express their ambitions for the future.

Use case study situations found in Cooperative Work Experience Series to help students determine the difference in aptitudes, abilities, and interests.

Careers in Marketing by Bikkie (Gregg), Chapter 1.

Cooperative Work Experience Series by Herr (Gregg).

Career Planning Manual by I-V Tech (Terre Haute).

Identify their interests, skills, abilities, and values.

Have students take a self-analysis inventory to determine personal strengths and weaknesses as well as aptitude, interests, and abilities.

Knowing Your Self by Kidwell & Wallace (McGraw-Hill).

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

- b. Knowledge that self-analysis is important in developing a positive attitude toward work.

Organize themselves purposefully and consistently with their skills and interests to achieve an objective.

Explain how self-analysis is important in developing a positive attitude toward work.

Have students write a self-analysis of strengths and weaknesses.

Conduct Activities A, B, C, D in Career Exploration in Marketing & Distribution.

LAP #17 (HR), Comp. 274.
LAP #20 (HR), Comp. 313.

Conduct two "self-awareness" days.

Individualized Related Instruction for Entering the World of Work. "Self Inventory" by Kimbrell & Vineyard (Knight), Unit VI.

Your Career in Marketing by Beaumont, Langan, & Taylor (Gregg, 2nd), Part 9.

Career Exploration in Marketing & Distribution by Contract Research Co., Unit 4.

World of Work by Kimbrell & Vineyard (McKnight), p. 67.

Knowing Your Self by Kidwell & Wallace (McGraw-Hill).

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

c. Knowledge of the world of work and its implications on today's society.

Demonstrate a positive attitude towards school work.

Explain correctly the implications of work on today's society.

Have students give a book report (oral or written) on Erroneous Zones. Students should be able to explain that their self-image reflects their attitude toward work, etc.

Complete exercises in Job Activity Guide.

Have students discuss in small groups the implications of work on today's society.

Have students write a brief paper on how work will effect their lives.

Erroneous Zones by Dyer (Avon), (available at bookstores).

Job Activity Guide for Your Career in Marketing by Beaumont, Langan, & Taylor (Gregg, 2nd), pp. 41-44.

Succeeding in the World of Work by Kimbell & Vineyard (McKnight), Chapter 1.

Your Career in Marketing by Beaumont, Langan, & Taylor (Gregg, 2nd).

Schools & Careers by Herr (McGraw-Hill), Chapter 1.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

d. Knowledge that life-styles have an impact on career choice and that career choice may affect one's lifestyle.

Identify correctly job characteristics which have impact on the individual's lifestyle.

Understand the impact of work or career on personal satisfaction.

Identify the effects of off-the-job demands and responsibilities on the initial decision to work and on the choice of specific jobs, particularly as they affect women with homemaking & child-rearing responsibilities.

Explore lifestyles by completing exercises in Knowing Your Self, p. 125.

Conduct Activities A & B in Career Exploration in Marketing & Distribution.

Listen to tape or read sections of Working which relate to marketing & distribution careers. Have students react in discussion groups.

Discuss in groups the effects of off-the-job demands and responsibilities on work, etc. Reporter from each group should make a list to report back to class.

Knowing Your Self by Kidwell & Wallace (McGraw-Hill), Chapter 16.

Career Exploration in Marketing & Distribution by Contract Research Corp., Unit 3.

Working by Terkel (Avon), (available at bookstores).

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

e. Knowledge that personal beliefs & values are important in career-decision making.

Understand the relationship between personal beliefs on the one hand and occupational choice and job satisfaction on the other.

Understand their dual role as consumers and workers and the different needs associated with each role.

Understand that compromise or trade-offs are required in career choice.

Complete exercises in Job Activity Guide for Your Career in Marketing.

Use case studies at end of each chapter in Knowing Your Self.

Activities A & B (Career Exploration).

LAP #1 (HR), Comp. 322.

Analyze situations found on p. 23 (Making Decisions Work).

Job Activity Guide for Your Career in Marketing by Beaumont (Gregg), pp. 43-46.

Knowing Your Self by Kidwell & Wallace (McGraw-Hill), Unit 3.

Career Exploration in Marketing & Distribution by Contract Research Corp., Unit 5.

Making Decisions Work by Weagraff & Lynn (McGraw-Hill) Chapter 3.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

f. Knowledge that compromise or trade-offs are required in career choice because an occupation will satisfy some needs but not others.

Understand that compromise or trade-offs are required in career choice.

Make a career balance sheet of positive and negative job factors in order to see which trade-offs might be necessary in making a career choice.

Careers in Marketing by Bikkie (Gregg, 2nd), Chapter 2.

g. Knowledge of behavior in pursuit of self-interest & behavior which does not conform to ethical standards.

Demonstrate acceptable behavior and ethical standards in the classroom throughout the year.

LAP #5 (HR), Comp. 312.

Careers In Marketing by Bikkie (Gregg, 2nd), p. 6.

Take field trips to a variety of businesses offering diverse marketing and distribution occupations.

Careers In Marketing by Bikkie (Gregg, 2nd).

Exploring Marketing Occupations by Smith, Verndran, & Winn (Gregg).

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

- i. Skill in identifying career objectives within a marketing cluster.

- j. Skill in exploring marketing & distribution occupations in depth.

Identify occupations which suit their interests.

Select priority jobs in job clusters of interest to him/her.

Explore a minimum of one marketing & distribution career in depth.

Use Fun Frustrations "Cross Wits" as a means of exploring marketing careers. (Prep. needed--give questions, etc.)

Play "D. E. Bowl" game (patterned after T. V. game-College Bowl). View "Marketing" film.

Develop a D. E. collage using a variety of marketing occupations.

Select three jobs in different job clusters that are of interest to him/her and rank them in order to which each might satisfy personal objectives, describing his/her rationale.

Complete projects 2 and 3 in Careers in Marketing.

Have students work through occupational cluster units in one of the four references listed.

Fun Frustrations (IDECC).

Film: "Marketing", Indiana University A-V Center #ESC-1481, (Alternate: #ESC-1496, "The Marketeers: Careers in Marketing and Distribution".

Careers in Marketing by Bikkie (Gregg), p. 29.

Career Information Unit Handbook by Ohio D. E. Materials Lab.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

View Fairchild "Careers in Marketing" slide series sets.

"Careers In Department Stores" "...Fashion", "...Food Merchandising", "...Service Stations" (Fairchild).

View Careers in Focus (set of 14 F/S). Have individual students select and preview filmstrips which interest them.

Careers in Focus by Gregg.

View Careers in Marketing (set of 4 F/S). Have individual students select and preview filmstrips which interest them.

Careers in Marketing by Gregg.

Explore careers by working on Bronze, Silver, or Gold awards in the DECA MAPS Program.

Merit Awards Program by DECA.

Working in a Service Industry by Grandfield & Gold (Fairchild).

Exploring Service Careers by Egglund (South-Western).

Exploring Marketing Occupations by Smith, Verndran, & Winn (Gregg).

Exploring Wholesaling and Retailing Careers by Egglund (South-Western).

Your Career in Marketing by Beaumont, Langan, & Taylor (Gregg, 2nd), Units 4 & 5.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

k. Ability to use the results from various testing programs to help determine a career objective.

Utilize various testing results to help determine a career objective.

Have guidance counselor administer any of the following tests: Ohio Vocational Interests Survey (OVIS), GATB, Stron-Campbell. Counselor should assist students and teachers in analyzing the results.

Careers Information Unit by OHIO D. E. Materials Lab.

1. Skill in using self-analysis to match interests, abilities, and aptitudes to a marketing occupation (to include skills and lifestyles, off-the-job responsibilities and the kinds of things that will yield job satisfaction.

Select a tentative career objective.

Have students give oral reports on their tentative career choice and explain why they chose it.

Complete Marketing Project 2.

Project Activity Guide for Marketing and Distribution by Mason, Rath, Ross (Gregg, 2nd), p. 7.

Write a paper or prepare a career manual on marketing occupation using self-analysis to match their interests, aptitudes and abilities with the occupation.

Have students write a career paper on a marketing occupation using self-analysis to match their interests, abilities, and aptitudes with the occupation.

See 3A references.

Have students prepare a career manual which could be a continuous effort throughout the semester or year.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

4. Job Interview
(Spring Option).

- a. Knowledge that it is necessary for one to prepare for a successful interview.

Dress properly for a job interview.

Sponsor a fashion show of appropriate clothes to wear on a job interview.

Distribution & Distributive Careers by Grandfield & Gold, (Fairchild), p. 14.

Personality Development by Russon (South-Western, 4th), Chapter 14.

Have a "Dress-Up" day at school for DECA Members.

Careers in Marketing by Bikkie (Gregg, 2nd), p. 147.

Invite a personnel manager to talk about job interview preparation.

Merchandising Your Job Talents by U. S. Dept. of Labor.

Dress to Impress by Ohio D. E. Materials Lab, #109-C1.

- b. Knowledge of good personal appearance habits and what to do to achieve them.

Dress appropriately for the job and maintain a well-groomed appearance.

Have the class make posters of proper dress for five different jobs. Use color wheel to discuss dress and color coordination.

You: A Guide to Personal Development for Young Men/Women by Texas IMC.

LAP #3 (HR), Comp. 285.

Guest speaker from Home Ec. Dept. on grooming and appearance.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

c. Knowledge that good personal appearance helps create effective customer impressions.

Demonstrate an awareness that good personal appearance helps create effective customer impressions.

Complete Case Problems 1-5 (pp. 84-85).

View film "Good Looks/Here and Now"

Arrange a demonstration in proper make-up selection and application.

Invite a hair stylist to demonstrate and explain proper hair care (unisex).

LAP #27 (HR), Comp. 319.

Case situation No. 20.

Complete Case Study #3, p. 74.

Personality Development by Russon (South-Western, 4th), Chapter 6, p. 75.

"Good Looks/Here and Now" booklet and film by Armour-Dial.

Human Relations Cases by CaneI, OHIO D. E. Materials Lab.

Personality Development by Russon (South-Western, 4th), Chapter 5.

d. Knowledge of good health practices.

Maintain good health for effective job performance.

Have student give group reports on good health rules, and why it is important for employees to maintain good health.

Consumer Decision Making by Warnke, Wyllie, and Sellers (South-Western), Chapter 24.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

- e. Skill in determining sources of employment opportunities.

Locate a minimum of five employment opportunities by using help-wanted ads, school wanted ads, school placement services, employment agencies (private & state), etc.

Using a tape recorder, interview several students concerning the meals they ate the previous day. Play back the taped interviews and have other class members analyze the nutritional content.

Have each student plan a week's menu using food guide.

Find marketing & distribution positions open in newspaper, etc.

Invite employment counselor from an employment agency to explain how students can find employment through employment services (private and state).

Personality Development by Russon (South-Western, 4th), Chapter 4.

Marketing & Distribution by Mason, Ross, Rath (Gregg, 2nd), p. 518.

Getting the Job by Lynch (McGraw-Hill), Chapter 7.

Basic Retailing and Distribution by Levy, Feldman, Reich (Pitman, 3rd), Chapter 48, p. 368.

- f. Skill in job interview process.

Successfully carry out a job interview.

Prepare for Indiana DECA Job Interview Event.

Indiana DECA Handbook by Indiana DECA.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

Complete an application form neatly and thoroughly.

Have students complete an application form.

How to Find & Apply for a Job by Blackledge (South-Western).

Making the Most of Your Job Interview by New York Life Insurance Company.

World of Work by Kimbrell & Vineyard (McKnight), Chapter 3.

Getting the Job by Lynch (McGraw-Hill), Unit 3, Chapters 10 & 11.

Personality Development by Russon (South-Western, 4th), Chapter 14.

Getting the Job by Lynch (Gregg), Unit 4.

Retail Merchandising by Wingate and Sampson (South-Western, 8th), Chapter 19, p. 602.

Complete Case Study #1, p. 215.

Conduct simulated job interviews. Video tape if possible and critique each interview.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

II. Marketing Skills

A. Fundamentals of Selling.

1. Knowledge of good selling techniques.

Given the appropriate information, the student will be able to:

Explain the importance of the selling function to the marketing process.

Explain the steps of a sale.

Complete Part 35.

Have students discuss the importance of the selling function.

Have students report on a salesperson they think just filled an order and another who used creative selling.

Listen to tape: "Six Steps in Making the Sale", and discuss major points in class.

Each student should make a list of different selling techniques they have observed. Discuss in class.

Marketing & Distribution by Mason, Rath, Ross (Gregg, 2nd), pp. 407-408.

Basic Selling by Ernest (Gregg).

Creative Selling by Ernest & Dorr (Gregg, 2nd).

Basic Selling by Texas IMC.

Motivating Messages Unlimited.

Salesmanship Fundamentals by Ernest (Gregg) Part 1, Chapter 1.

Basic Sales Techniques by Texas IMC.

General Marketing Curriculum by Reeves, Robertson, Luter (Texas), Unit 3.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

2. Knowledge of the importance of product and service information.

Demonstrate product and service information for at least three different items.

Complete Learning Pacers, pp. 31-44.

Complete "Selling" exercises A & B pp. 25-26.

Student should select three different products and identify sales features, benefiting customers.

Complete Learning Pacers, p. 45.

Select several of the projects listed on pages 200-201 in Wingate's Fundamentals of Selling.

Complete "activities" p. 63.

Creative Selling by Ernest & Dorr (Gregg, 2nd), Chapter 3.

Problems and Projects for Retailing Principles & Practices by Ashmun & Ferguson (Gregg, 6th), Unit 3.

General Merchandising Curriculum by Reeves, Robertson, Luter (Texas), Unit 5.

Basic Selling by Ernest (Gregg, 10th), Chapter 4.

Creative Selling by Ernest & Dorr (Gregg, 2nd), Chapter 3.

Fundamentals of Selling by Wingate (South-Western, 10th), Chapter 6-d.

Salesmanship Fundamentals by Ernest (Gregg), Chapter 9, Part 3.

Basic Retailing & Distribution Workbook by Levy, Feldman, Reich (Pitman), Unit 29.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

3. Knowledge that product and service information needs to be effectively translated to customers as benefits.

Write five reasons why product information needs to be effectively translated to a customer as benefits.

Develop a product analysis sheet.
Example:

Sales Feature Facts	Selling Point Benefits
1.	
2.	
3.	
4.	

1.
2.
3.
4.

Each student should do an analysis of a product.

Basic Selling by Ernest (Gregg), Chapter 4.

4. Skill in determining the product and service information a sales person should use.

Prepare selling statements based on product knowledge.

Each student should prepare a notebook of merchandise information to help sales-people sell a particular product. (Similar to merchandise information manual).

Retail Selling by Bodly and Corey (Gregg, 2nd), Unit 4, Chapter 7.

5. Knowledge of the concept of and procedures involved in credit as a service offered by the business.

Define key terms dealing with credit.

Have students research articles order to define terms listed on page 223 of Fundamentals of Selling.

Fundamentals of Selling by Wingate & Nolan (South-Western, 10th), Chapter 7, Part C.

Complete Part 37.

Marketing & Distribution by Mason, Rath, Ross (Gregg, 2nd), pp. 447-448.

Make the calculations necessary for handling credit sales.

LAP #15, (SEIL), Comp. #821, 824.

Salesmanship by Kirkpatrick & Russ (South-Western), pp. 423-427.

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COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

B. Fundamentals of Sales Promotion

Given the appropriate information, the student will be able to:

LAP #16 (SELL), Comp. 889.

Ask students what they think they need to know about the product: pencil, chalk, shirts, etc.

Students will prepare a basic sales demonstration which with use of more advanced techniques can be adopted for DECA Sales Demonstration event.

Complete "Selling" exercises D, E, F, pp. 26-27.

Film: "Consumer Skills: Buying on Credit", Indiana University A-V Center, #BSC-163.

Indiana DECA Handbook by Indiana DECA.

Problems and Projects for Retailing Principles & Practices by Ashman and Ferguson, (Gregg, 6th), Unit 3.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

1. Knowledge of the importance and purpose of advertising.	Demonstrate knowledge of advertising and its purposes in the marketplace.	Start the students collecting various forms of advertisements in magazines, newspapers, etc. LAP #1, (ADV), Comp. 061-065. List as many forms of advertising the student can think of. Discuss the objections of advertising found in Wingate's <u>Fundamentals of Selling</u>.	<u>Advertising</u> by Antrim (Gregg, 2nd), Chapters 1, 3. <u>Advertising Services</u> by Wray (Gregg), Chapter 1. <u>Advertising Planning and Techniques</u> by Samson (South-Western), Chapter 1. <u>Advertising in the Marketplace</u> by Burke (Gregg), Chapters 6 & 8. <u>Retailing Principles & Practices</u> by Richert, Meyer, Haines, & Harris (Gregg, 6th), Part 18. <u>Fundamentals of Selling</u> by Wingate (South-Western, 10th), Chapter 13.
2. Knowledge of the disadvantages of advertising media.	Know the advantages and limitations of various medias by writing down at least two for each media.	Discuss in groups each media and their limitations. Let students suggest limitations.	<u>Fundamentals of Selling</u> by Wingate (South-Western, 10th), Chapters 13 & 14. <u>Marketing & Distribution</u> by Mason, Roth, Ross (Gregg, 2nd), Part 31.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

		Using the various forms of advertising already collected, discuss limitations of each plus T. V., radio, etc.	<u>Advertising in the Marketplace</u> by Burke (Gregg), Unit 2, Chapters 6, 7, 8. <u>Advertising by Antrim</u> (Gregg, 2nd), Chapter 2.
3. Knowledge of the advertising ethics.	Demonstrate the knowledge of at least two types of advertising practices that are unethical.	Using advertising collected, discuss if they are false or misleading. LAP #8 (ADV), Comp. 32. Collect several examples of misleading advertising or discuss misleading T. V. advertising. View "CLIO Award Winning T. V. Commercials" (30 Minutes).	<u>Fundamentals of Selling</u> by Wingate (South-Western 10th), Chapter 16e. ISU Films A-V Center, D-415 J-S-C-A, ATVR: ATVR (\$7 rental).
4. Knowledge of the use of promotional and institutional advertising.	List four objectives of institutional advertising and three objectives of promotional advertising.	Using advertisements collected, discuss promotional advertising versus institutional advertising.	<u>Fundamentals of Selling</u> by Wingate (South-Western, 10th), Chapter 13, p. 403. <u>Marketing & Distribution</u> by Mason, Rath, & Ross, (Gregg, 2nd), Part 30.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

5. Knowledge of the purpose of display.

Explain the purpose of display.

LAP #1, (ADV), Comp. #001.

Discuss how displays tied to local activities can be used to create favorable community impressions. List displays used in your community.

Fundamentals of Selling by Wingate (South-Western, 10th), Chapter 14-d.

Retailing Principles & Practices by Richert, Meyer, Haines, & Harris, (Gregg, 6th), Part 17.

LAP #1 (DISPLAY), Comp. #248, 241, 259, 240.

LAP #3 (DISPLAY), Comp. 237-A.

Invite guest speaker from Ayers, Blocks, etc. to discuss the effect of visual merchandising (display).

On a shopping trip, have each student observe and report on three store displays and why they selected those three.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

6. Knowledge of the basic types of displays.

Demonstrate a knowledge of five types of displays by describing each.

Have students judge (using old DECA Display rating sheets) slides of a variety of local displays.

Each student should observe displays featured in your community, describe and make a sketch of at least five types of displays.

Complete exercise D.

Display & Promotion by Smith (Gregg, 2nd), Chapter 2, Project 2.

Problem and Practices for Retailing Principles & Practices by Ashmun and Ferguson, (Gregg, 6th), p. 118.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

7. Knowledge of display design.

Print point-of-sale signs appropriate for various types of displays.

Have students arrange a basic counter display using point-of-sale signs.

LAP #32, (DISPLAY), Comp. #205.

LAP #17, (DISPLAY), Comp. #172, 173.

Submit a general plan for a display using color, harmony, balance & proportion in the display.

Each student should plan to visit a local store display person and observe the construction of a display.

Have students create color wheel using water colors or other paints.

LAP #3, (DISPLAY), Comp. 245-A.

Outside speaker from the display department on design.

LAP #24, (DISPLAY), Comp. 228.

Advertising and Displaying Merchandise by Samson (South-Western), Chapters V, VI, VII.

Advertising and Displaying Merchandise by Samson (South-Western), Section V, Projects 30, 31.

Retailing Principles and Practices by Richert, Meyers, Haines, Harris (Gregg, 6th), Parts 34, 35.

The Promotion Function by Brown (Texas Series), Chapter 2.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

C. Safety in Marketing and Distribution Occupations.

Given the appropriate information, the student will be able to:

1. Knowledge that safety is important on the job.

Demonstrate the knowledge of job safety by completing a test with 90% accuracy on the "Importance of Safety on the Job".

Prepare a skit showing how accidents can happen in several job situations.

Safety Education (Suggested Lesson Plans for Students of D. E.) by NADET.

Invite an insurance agent or a litigation attorney to speak on the number of accident claims made against business people in your community due to negligence.

Safety and You on the Job by OHIO D. E. Materials Lab.

Invite resource speaker, such as OSHA employee, to speak on job safety.

Do You Make Your Job Safe? Bulletin Board (OHIO D. E. Materials Lab).

LAP #2, (OPERATIONS), Comp. 75.

2. Knowledge of basic safety principles.

Demonstrate the knowledge of basic safety principles by completing a test with 90% accuracy.

Have students design a safety check list of the school and/or job.

"Checklist for Store Safety" by NRMA.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

3. Skill in using safe techniques when handling potentially dangerous items in the classroom such as staple guns, cleaning agents, knives, scissors, sign press, heavy items, etc.

Handle all classroom equipment safely throughout the school year.

Each student should discuss safety with a local store manager, what does he look for in the store, etc? Report back to class.

LAP #2, (OPERATIONS), Comp. 615.

Have students write to:

National Safety Council
425 N. Michigan Avenue
Chicago, IL 60611

Ask for their comments on "Why employees must be trained with regard to safety measures and accident prevention."

Have several students demonstrate to the class how to handle various items safely.

Construct a bulletin board illustrating various safety ideas.

Demonstrate what can happen when equipment is not handled safely.

LAP #2, (OPERATIONS), Comp. 732.

Safety & You on the Job by
OHIO D. E. Materials Lab.

Safety & You on the Job by
OHIO D. E. Materials Lab.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

III. Basic Skills

A. Written Communications in Marketing and Distribution.

Given the appropriate information, the student should be able to:

1. Attitudes that correct grammar, spelling and punctuation are important in distributive occupations.

Demonstrate an attitude that grammar, punctuation and spelling are important by turning in error-free work.

Guest speaker from the English Department on the importance of correct grammar and spelling.

Communication in Marketing
Rowe & Timerson (Gregg, 2nd),
Chapter 1, Project 1.

2. Skill in writing sentences and paragraphs using correct grammar, punctuation and spelling.

Write effective sentences and paragraphs with 90% accuracy.

Have student practice on projects at end of each chapter.

Communication at Work by
Weagraff (McGraw-Hill),
Unit 4, Chapters 10, 11, 12.

Given several sentences, students should detect if any grammatical errors were made; and if so, how they should be corrected.

Communications in Marketing
by Rowe & Timerson (Gregg, 2nd),
Chapter 8.

LAP #28, (COMMO.), Comp. 95.

3. Skill in writing letters and memorandums that effectively communicate.

Write a business letter effectively communicating with customer with 100% accuracy.

Give students several projects concerning customer communications. Have them write letters and/or answers.

Communications in Marketing
Rowe & Timerson, (Gregg, 2nd),
Chapter 8.

LAP #28, (COMMO.), Comp. 95, 133.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

B. Oral Communications
in Distribution.

1. Attitude that oral communication is important in marketing and distribution.

Write a memorandum to a fellow employee which effectively communicates with 100% accuracy.

Given the appropriate information, the student will be able to:

Identify 15 occupations in marketing and distribution where oral communications are important.

Write a thank-you letter to a company for a recent field trip visit.

Use samples from Communications in Marketing to practice letter writing.

Write a routine request letter.

Write a memorandum.

Hand out a list of 25 occupations in marketing and distribution. Have students identify those that depend on the spoken word.

Have speech teacher speak to the class on the importance of oral communications in distributive occupations.

LAP #2, (COMMO.), Comp. 147.

Communication in Distribution
by (OHIO) D. E. Materials Lab.

Communications in Marketing
by Rowe & Timerson, (Gregg, 2nd).

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

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Write a memorandum.

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Have speech teacher speak to the class on the importance of oral communications in distributive occupations.

LAP #2, (COMM.), Comp. 147.

Communication in Distribution
by (OHIO) D. E. Materials Lab.

Communications in Marketing
by Rowe & Timerson, (Gregg, 2nd).

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

2. Knowledge that first impressions are important and last impressions are longest remembered.

Demonstrate the importance of first and last impressions by giving two correct examples of each.

Student will go out and shop at stores with similar products; then list and study the characteristics that make a successful impression.

LAP #55, (COMMO.), Comp. 163.

See You at the Top by Zigler (LDI).

3. Skill in speaking clearly & pleasantly conveying spirit and enthusiasm (Self-confidence).

Demonstrate the ability to speak clearly with enthusiasm in the classroom.

Students will select a 200 word passage from a book, magazine, etc., read it to a group/class and discuss. Passage should be emotional, enthusiastic, etc.

Given several sentences, the student should underline words that need to be emphasized in a speech.

Communication at Work by Weagraff (McGraw-Hill), Unit 1, Chapter 1.

Communications in Distribution by Texas IMC.

4. Skill in using the tone of voice to impress sincere welcome and eagerness to be of service to others.

Properly demonstrate skill in using a sincere tone of voice when welcoming a person.

Have students observe another teacher and report two reasons why that teacher is or is not sincere and eager to help. (Do not use teacher's name).

Have students talk into a tape recorder and replay the tape allowing students to hear themselves. Students can rate their voices and determine how they can be improved.

LAP #5, (COMMO), Comp. 151.

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COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

5. Knowledge that the voice can also be used to express convictions and convey confidence.

Demonstrate that conviction and confidence can be expressed by voice usage.

Have each student look up Conviction & Confidence and write down each and discuss in class the similarities.

Each student should give a 3-minute talk on their career objectives with conviction and confidence.

LAP #5, (COMMO.), Comp. 150.

6. Attitude that nothing is quite so important or contagious as enthusiasm for the business, for the merchandise and for the customers.

Identify correctly five characteristics of enthusiastic retail salespeople.

Each student should observe six sales people in a retail store, identify and list enthusiastic characteristics. Discuss in class.

Interview a sales manager on what constitutes an enthusiastic salesperson. Develop a list of these, discuss in class.

LAP #3, (COMMO.), Comp. 158.

Retail Selling by Bodle & Corey, (Gregg, 2nd), Unit 2, Chapter 8.

7. Knowledge of how to address people in a business-like manner.

Properly address people in a business-like manner.

Role play in groups how to introduce, address customers, supervisors, managers, and fellow employees.

Communications in Marketing by Rowe & Timerson (Gregg, 2nd), Chapter 5.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

8. Skill in using effective vocabulary and speech in dealing with others.

Use effective vocabulary and speech by giving a 3-minute presentation.

Have each student keep a count of different kinds of speaking situations they encountered, i.e. to inform, to persuade, or to entertain.

Communication at Work by Weagraff (McGraw-Hill), Unit 1, Chapter 3.

Give students a new vocabulary word every day or one every week. Term this "Word of the Day". Place the word in the same place every time, taking a minute to explain the definition.

Project #4 in Communications in Marketing.

Communications in Marketing by Rowe & Timerson, (Gregg, 2nd), Chapter 4.

Have students prepare a list of vocabulary words unique to your career objective. The list should contain a minimum of 15 words.

LAP #3, (COMMIO.), Comp. 122.

9. Attitude that certain thoughtlessly-used terms or words can be misinterpreted by the listener.

Demonstrate the ability to distinguish thoughtlessly-used terms in everyday situations.

Develop a list where several words can be easily misinterpreted. Do in class and discuss.

Communications in Marketing by Rowe & Timerson, (Gregg, 2nd), Chapter 5.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

10. Attitude that enunciations are important when speaking.

Demonstrate the ability to enunciate properly throughout the school year.

Have student listen to a T. V. show and list any words that may be misinterpreted.

Play the game of telephone. Divide the class into teams and whisper word/phrase in a "chain" to last person. Award points to team correctly repeating work at end.

LAP #2, (COMMO.), Comp. 164A.

Invite speech teacher to demonstrate good enunciation and pronunciation.

Have the class read through some tongue twisters; use tape recorder.

LAP #3, (COMMO.), Comp. 152.

Communications in Marketing by Rowe & Timerson, (Gregg, 2nd), Chapter 5.

11. Skill in listening and following directions.

List the four steps to good listening.

Break class into small groups. Have one student give directions on how to do something. Review how many students listened carefully enough to follow directions.

Communications in Marketing by Rowe & Timerson, (Gregg, 2nd), Chapter 2, Project 2.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

	Demonstrate throughout the year the ability to be a good listener and to correctly follow directions.	Ask class to listen to a news program and report back to the class about what was said. LAP #24, (COMMO.), Comp. 119.	
12. Skill in using gestures to help convey feelings in spoken communications.	In a one-minute "talk", convey the meaning of ten types of traits using gestures only.	In groups of five, play "Cheraids" guessing the meaning of each gesture and what they are trying to get across. Have each student stand up and emphasize some form of gesture to the rest of the class. LAP #5, (COMMO.), Comp. 166.	<u>Retail Selling</u> by Bodle & Corey, (Gregg, 2nd), Chapter 8.
13. Skill in the proper use of the telephone.	Demonstrate the use of the telephone correctly and effectively in a classroom role-playing situation.	Assign students to play the role of customer and receiver of a telephone call. View "If an Elephant Answers" movie. Invite telephone company educational representative to demonstrate the proper use of the telephone. LAP #24, (COMMO.), Comp. 115.	<u>Personality Development</u> by Russon, (South-Western, 4th), Chapter 8. Bell Telephone Company. Bell/General Telephone Companies.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

14. Attitude that correct grammar is essential to a person's business achievement and that poor grammar lowers the image of the business and its personnel.

Demonstrate throughout the year the use of correct grammar

LAP #9, (COMMO.), Comp. 114.

Listen to tape "Using the Telephone Effectively". (#401).

Have students prepare a list of some of the most important qualities of a good telephone voice.

If possible, utilize a training program for telephone catalog order taking, i.e. Sears, Penneys, or M. Wards.

As a group, have students discuss what they feel are misused words and phrases from their own experiences.

Visit three different store managers and ask what words they feel are most misused.

Ask three or four store customers what they feel are words most misused. Make a list of these.

LAP #3, (COMMO.), Comp. 145.

Motivating Messages Unlimited.

Retail Selling by Bodle & Corey, (Gregg, 2nd), Unit 5, Chapter 27.

Your Career in Marketing by Beaumont, Langan, & Taylor, (Gregg, 2nd), Part 18.

Communications in Marketing by Rowe & Timerson, (Gregg, 2nd), Chapters 4, 5.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

C. Mathematics in Marketing and Distribution.

Given the appropriate information, the student should be able to:

1. Attitude that accuracy in arithmetical calculations are important.

List three reasons why accuracy in arithmetic is important.

Student should discuss several reasons why mathematical accuracy is necessary in marketing businesses.

Your Career In Marketing by Beaumont, Langan, & Taylor, (Gregg, 2nd), Unit 3, Part 4.

2. Skill in using and translating percentages accurately.

Figure percentages on individual items, with 100% accuracy.

Have students practice converting % symbol items to decimal fraction.

Retail Selling by Bodle & Corey, (Gregg, 2nd), Unit 2, Chapter 10.

Complete drills 64-70.

Merchandise Mathematics by Piper, (South-Western).

LAP #6, (MATH), Comp. 377.

3. Skill in adding and subtracting of figures accurately.

Add vertical and horizontal columns with 100% accuracy.

Gives students additional problems either on chalkboard or overhead projector.

Complete Lesson #1.

Distributive Education Mathematics by Zuan (Conrad).

Subtract with 100% accuracy.

Purchase or develop flash cards. Have students record answers as cards are shown at two or three second intervals.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

4. Skill in multiplying and dividing and extending figures accurately.

Multiply, divide, and extend figures with 100% accuracy.

5. Skill in calculating interest on money.

Calculate interest on money with 100% accuracy.

LAP #1, (MATH), Comp. 358.

LAP #3, (MATH), Comp. 353.

Complete drills 2, 3, 4, 5, 8.

Complete drills 10-25.

LAP #2, (MATH), Comp. 357.

Complete Lesson #15.

Complete interest exercises pp. 52-53.

Have students discuss and write down what items could be purchased on installment plans.

Have students work problems on calculating interest on money, Unit 44.

Merchandising Mathematics by Piper (South-Western).

Merchandising Mathematics by Piper (South-Western).

Distributive Education Mathematics by Zuan (Conrad).

Working Makes Sense by Hahn & Kahn (Pitman), p. 51.

Retail Selling by Bodle & Corey, (Gregg, 2nd), Chapter 10, Unit 2.

Basic Retailing and Distributing Workbook by Levy, Feldman, & Rich (Pitman, 3rd), p. 96.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

6. Skill in calculating percent markups and markdowns, selling, price and profit.	Calculate percent markup and markdowns, selling price, and profit with 100% accuracy.	Give students several percent problems with markups, selling price and profit. Retail Review, Problem 3. Sections 5, 6, 8, 9, 10, 24, 26, 27 in <u>Merchandising Mathematics</u>. LAP #27, (MATH), Comp. 357. LAP #5, (MATH), Comp. 384.	<u>Marketing Math</u> by Stull (South-Western), Section 3. <u>Retail Selling</u> by Bodle & Corey (Gregg, 2nd). <u>Merchandising Mathematics</u> by Piper (South-Western). <u>Applied Business Mathematics</u> by Piper, Fairbanks, Gruber (South-Western, 9th), Section 62-63.
7. Skill in making change.	Demonstrate the ability to make change in an efficient and courteous manner.	In pairs, practice making change for varying amounts. Complete "Part B, Making Change."	<u>Retail Selling</u> by Bodle & Corey (Gregg, 2nd), Chapter 12. <u>Tips on Making Change</u> by NCR. <u>Mathematics in Marketing</u> p. 38.
8. Skill in the use of sales slips.	Complete a sales check accurately and quickly including the calculation of sales taxes, parcel post rates, and C.O.D. charges.	Complete "Preparing Sales Checks."	<u>Retail Merchandising</u> pp. 374-377. <u>Mathematics in Marketing</u> pp. 22-37, 38-44.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

9. Skill in cash register operations. Close and prove cash. Social Skills A. Personal Development and Human Relations	Operate a cash register in a manner that will allow the sale to be concluded in an expedient and timely manner. Close and prove cash. Given the appropriate information, the student will be able to:	LAP #10, (MATH), Comp. 390. Read "The Cash Register" and respond to section questions. LAPS # 13-17, (MATH), Comp. 386, 354, 389, 361.	<u>Retail Selling</u> by Bodle & Corey (Gregg, 2nd), Chapter 11. <u>Retail Merchandising</u> pp. 363-366. <u>Marketing Math</u> by Stull (South-Western), Section 4. <u>Mathematics in Marketing</u> Chapter 3. <u>Retail Selling</u> by Bodle & Corey (Gregg, 2nd), Chapter 14. <u>Money Safeguarding Procedures</u> by NCR. <u>Checker-Cashier</u> (South-Western) D. E. Series. <u>Retail Merchandising</u> Chapter 12, Part A.
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COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

1. Skill in developing personality traits compatible with work in marketing and distribution.	Demonstrate personality traits which are important to successful job performance.	Make up a personality inventory sheet for each student to fill out. LAP #4, (HR), Comp. 285. Complete Learning Pacers Project 1. In small groups, students can identify and list favorable and unfavorable personality traits. Case situation Nos. 2, 5, 6. LAP #6, (HR), Comp. 286.	<u>Working at Human Relations</u> by Fruehling, (McGraw-Hill), Chapter 1. <u>Human Relations in Marketing</u> by Hiserodt, (Gregg, 2nd), pp. 13-14. <u>Your Career in Marketing</u> by Beaumont, Langan, & Taylor (Gregg, 2nd), Unit 2, Parts 7, 8, 9. <u>Human Relations Cases</u> by Caneel, OHIO D. E. Materials Lab.
2. Knowledge that human relations and positive attitudes are important in job success.	Demonstrate good human relations qualities and a positive attitude throughout the year.	LAP #17, (HR), Comp. 274. Use case studies of former D. E. students on the job. View filmstrip/record "Your Attitude is Showing" (book and filmstrip).	<u>Working at Human Relations</u> by Fruehling (McGraw-Hill), Chapter 10. <u>Your Attitude is Showing</u> by Chapman (SRA).

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

3. Attitude that understanding others and one's self is basic to working harmoniously with others.

4. Skill in demonstrating the ability to exercise self-control in a trying situation

Develop an awareness that understanding others and one's self is basic to working harmoniously together.

Exercise self-control during trying situations throughout the year.

LAP #26 (HR), Comp. 309.

Complete case situations 7, 8, 11.

LAPS #20, 21, 22 (HR), Comp. 313, 201, 203.

Complete cases Nos. 15, 17, 29, 31.

Have each student keep a journal of how and when they observed loss of self-control in someone.

LAP #11, (HR), Comp. 294.

Case Study #18 (p. 173) in Your Attitude is Showing.

Complete "Applying What You Have Learned," #3.

Case situations 1, 2, 3, 48, 28.

Human Relations Cases by Caneil, OHIO D. E. Materials Lab.

Human Relations Cases by Caneil, OHIO D. E. Materials Lab.

Psychology and Human Relations in Marketing by Hiserodt (Gregg, 2nd).

Your Attitude is Showing by Chapman (SRA), Chapter 18.

Your Career in Marketing by Beaumont, Langan, & Taylor (Gregg, 2nd), p. 153.

Human Relations Cases by Caneil, OHIO D. E. Materials Lab.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

5. Knowledge that a worker's satisfactory job performances includes not only what he/she does, but also how he/she influences other people.

Develop an attitude that a worker's satisfactory job performance influences other people.

Ask for examples of T. V. characters who have lost their self-control in T. V. situations. Discuss this behavior to determine what could have been done under that situation.

Case Study #6, (p. 59) in Your Attitude is Showing.

Have students make a list of statements describing ways to influence people, positive and negative.

Have each student describe what he/she does to feel important.

LAP #25, (HR), Comp. 310.

Complete case situations Nos. 14, 18 and 39.

Personality Development by Russon (South-Western, 9th). Chapter 2.

Human Relations in Business by Eggland-Williams (South-Western), Chapter 3.

Your Attitude is Showing by Chapman (SRA), Chapter 6.

Human Relations Cases by Cane!, OHIO D. E. Materials Lab.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

6. Skill in generating enthusiasm in other people.

Generate enthusiasm toward people throughout the school year in DECA and other activities.

In small groups, develop a definition of enthusiasm.

Have each student describe in writing an enthusiastic person and discuss why he/she feels that way.

LAP #8, (HR), Comp. 303.

Complete case situations Nos. 19, 24.

Complete Problem #2, p. 351.

How to Win Friends and Influence People by Carnegie (SSP), (available at bookstores).

Human Relations Cases by Canei, OHIO D. E. Materials Lab.

Retailing Principles and Practices by Richert, Meyer, Haines, Harris (Gregg, 6th), Part 39, p. 345.

7. Skill in accepting criticism and turning it into a character building element.

Demonstrate an ability to accept criticism (constructive) and use such to build a strong character throughout the school year.

For one week, have student keep a journal of criticisms and compliments they received and how they reacted.

Role play in small groups, let one person give criticism and explain how they felt.

LAP #13, (HR), Comp. 295.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

8. Knowledge of the importance of being orderly and systematic.

Demonstrate the ability to be orderly and systematic in daily routine tasks.

Complete case situation Nos. 4, 14, 16, and 31.

Given various statements of a supervisor criticizing an employee, write replies to those statements on how they would accept criticism.

Students should look up dictionary definition of orderly and systematic, discuss in class.

Complete case study #2, p. 74.

Have each student make up a list of what he/she does to be orderly and systematic.

Display class notes taken by each student. Are they orderly or messy? Discuss.

LAP #2, (HR), Comp. 267.

Complete case situation No. 19

Human Relation Cases by Canei, OHIO D. E. Materials Lab.

Personality Development by Russon (South-Western, 4th), Chapter 5.

Human Relations Cases by Canei, OHIO D. E. Materials Lab.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

9. Skill in solving his or her human relations problems.	Demonstrate the ability to solve human relations problems throughout the school year.	Have each student list at least three ways to develop and maintain good human relations. LAP #19, (HR), Comp. 269. LAP #26, (HR), Comp. 309. Complete case situations Nos. 18, 35, 37, and 43.	<u>Growing on the Job</u> by Wilson. (Gregg), Chapter 2. <u>Human Relations Cases</u> by Cane1, OHIO D. E. Materials Lab.
10. Skill in developing a plan for self-improvement.	Develop a plan for self-improvement and follow it for one month.	Have each student choose the most difficult person they know and begin a campaign to improve the relationship with him/her. Develop a plan for self-improvement. Have each student make up an inventory of areas where improvement is needed.	<u>Personality Development</u> by Russon, (South-Western, 4th), Chapter 3. <u>General Merchandising Curriculum</u> by Reeves, Robertson, Luter (Texas), Unit 1.
B. Ethics	Given the appropriate information, the student will be able to:		

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

1. Knowledge that honesty and integrity are personality traits necessary in job situations such as recordkeeping, timekeeping, and stockkeeping in addition to jobs that require working with money, products, or supplies

Demonstrate the knowledge that honesty and integrity are traits necessary in job situations by personal adherence to accepting code of values.

Have each student list at least three things an honest employee would NOT do in job situations. Discuss with class.

LAP #5, (HR), Comp. 312.

View films "How Honest are You" and "Developing Your Character".

Complete case situation Nos. 5, 16, 29, 38, 41, and 44.

Invite panel of businessmen/women to discuss what they expect from their workers.

Have students collect news articles for a bulletin board on ethics.

Ethical Basis of Economic Freedom by Ethics Resource Center.

General Merchandising Curriculum by Reeves, Robertson, Luter (Texas), Unit 11.

Coronet Instructional Films.

Human Relations Cases by Canei, OHIO D. E. Materials Lab.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

2. Knowledge that good morals are necessary in relation to the attitude that employees reflect toward their jobs, employers, fellow employees and customers.	Demonstrate good morals throughout the school year.	Discuss in groups what good morals are, and how they affect customer relations. Prepare a skit demonstrating good morals, and how they affect attitudes. Complete experiences 4-9, 4-10, 4-11, and 4-12.	<u>Ethical Basis for Economic Freedom</u> by Ethics Resources Center. <u>General Merchandising</u> by Vorndran and Litchfield. (Gregg), pp. 39-40.
Marketing and Distribution in the Economy. A. American Business and Free Enterprise System.	Given the appropriate information, the student will be able to:		
1. Knowledge of the role of business in our society.	Synthesize the role business plays in a market economy and the American society.	Discuss the role business plays in the student's community (may wish to consider what life would be like without business). LAP #17, (MARKETING & ECONOMICS). Have student participate in Bronze and Silver levels of MAPS.	<u>Marketing in Action</u> by Warmke and Palmer (South-Western, 8th), Chapter 3. <u>Marketing and Distribution</u> by Mason, Rath, Ross (Gregg, 2nd), Part 1. <u>MAPS Handbook</u> by DECA.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

2. Knowledge of the Free Enterprise System and differing economic concepts practiced in various nations.

Define correctly Free Enterprise, Socialism, and Communism (economic systems).

Explain correctly how the American Free Enterprise system was established and developed.

Explain correctly the differences between the Free Enterprise, socialism, and communism economic systems.

Use panels to debate the pros and cons of various economic systems.

Enter "DECA-Phillips 66 Free Enterprise Project event (see State DECA advisor for Free Enterprise Project Kits).

View American Enterprise movies: "Land" and "People."

LAP #1, (MARKETING & ECONOMICS).

Have DECA sponsor a "Free Enterprise Week."

LAP #15, (MARKETING & ECONOMICS).

LAP #19, (MARKETING & ECONOMICS).

Distribution and Distributive Careers by Grandfield & Gold, (Fairchild), p. 7.

General Marketing Curriculum by Reeves, Robertson, Luter, (Texas), Unit 4.

"Educational Communications" Phillips Petroleum Company (economic resource bibliography of free materials).

American Enterprise by Phillips 66 (available through Modern Talking Picture Service).

Our Economic System "Free Enterprise--Is This Any Way to Live," by Campbell (Sears and Roebuck), p. 12.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

3. Knowledge of the functions of profit.

List and discuss the functions of profit in our economy.

List the three major uses of profits by corporations.

Have students contribute to class bulletin board articles or newspaper clippings that describe some aspect of our free enterprise system or other economic systems.

View the film: "Enterprise."

View: "Profits!! What Happened to All the Bread?"

Complete "Learning Experiences" in Our Economic System.

Complete Project 2, "After All, It's Your Business."

View Profits at Work slide-tape presentation.

LAP #7, (MARKETING & ECONOMICS).

View Who Profits from Profits slide-tape presentation.

The Economics of Marketing by Klaurens (Gregg), Chapter 1.

NFIB Education Department.

"Profits!! What Happened to All the Bread?" by Phillips Modern Talking Pictures Service.

Our Economic System "Them" by Campbell (Sears and Roebuck), p. 20.

General Marketing Curriculum by Reeves, Robertson, Luter (Texas), Unit 4, p. 83.

Profits at Work by U.S. Chamber of Commerce (distributed by Phillips 66).

Who Profits from Profits by U.S. Chamber of Commerce (distributed by Phillips 66).

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

Define correctly economic needs and wants.

Define correctly economic resources (natural, capital, human) and explain the implications of unlimited wants and limited resources).

Practice written communication skills by preparing an essay on the role of profits in a free enterprise system. Explain how profits are earned and for what they are used.

Have students participate in sales project to illustrate functions of profit.

Complete Bronze Award Economic Activities for MAPS Program.

Complete Project 1, "Understanding the Economics of a Product."

LAP #2, (MARKETING & ECONOMICS).

LAP #4, (MARKETING & ECONOMICS).

The Profit Pendulum by U.S. Chamber of Commerce.

That's What America's All About by Phillips 66, p. 10.

The Economics of Marketing by Klaurens (Gregg), Chapter 3.

MAPS Handbook by DECA.

The Economics of Marketing by Klaurens (Gregg), Chapter 5, p. 14.

Our Free Enterprise System by Ohio D. E. Materials Lab.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

4. Knowledge of the concept of supply and demand.	Explain correctly how supply and demand affects the free enterprise system. Explain correctly the meaning of "Economic Voting."	LAP #10, (MARKETING & ECONOMICS). Complete exercise in <u>Distribution and Distributive Careers</u>. Have students select products which "Economic Voting" persuaded producers to drop. View: "The People on Market Street" filmstrip series on "Supply" and "Demand".	<u>Distribution and Distributive Careers</u> by Grandfield & Gold (Fairchild), p. 18. "People on Market Street," "Supply" (2 parts), and "Demand" (2 parts) by Walt Disney.
B. The Functions of Marketing and Distribution. 1. Knowledge of the marketing and distribution process in the economy.	Given the appropriate information, the student will be able to: Correctly define Marketing.		<u>Marketing Principles Transparencies</u> by Gregg. <u>The Economics of Marketing</u> by Klaurens (Gregg). <u>General Marketing Curriculum</u> by Reeves, Robertson, Luter (Texas), Unit 2.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

Explain correctly the importance of marketing in the economy.

LAP #5, (MARKETING & ECONOMICS).

Practice written communications skills by having students write 3-5 page essay on the importance of the marketing and distribution process in a free enterprise economy.

Marketing and Distribution by Mason, Rath, Ross (Gregg, 2nd), Part 1.

Your Career in Marketing by Beaumont, Langan, & Taylor (Gregg, 2nd), Part 1, Unit 1.

Marketing in Action by Warmke, Palmer, Nolan (South-Western, 8th), Chapter 1.

LAP #6, (MARKETING & ECONOMICS).

Have students choose a business they would like to own and then give one example of how each of the ten marketing and distribution functions would apply to their business.

Marketing in Action by Warmke, Palmer and Nolan (South-Western, 8th), Chapter 2.

Your Career in Marketing by Beaumont, Langan, & Taylor (Gregg, 2nd), Part 3, Unit 3.

Have students find newspaper articles relative to the ten functions of marketing.

2. Knowledge that the functions of marketing and distribution contribute to the well-being of the individual citizen, community and nation.

List correctly the ten functions of marketing and distribution and explain how they contribute to the well-being of the individual citizen, community and nation.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

		Have students select one product that they use everyday and make a list of the marketing and distribution functions necessary to get that product from the producer to them.	
3. Knowledge of how marketing provides new goods and services.	Explain correctly how marketing provides new goods and services through product research and development.	Complete "Learning Experiences" in <u>Our Economic System</u> .	<u>Our Economic System</u> "The Magic of New Products" and "America's Amazing Success Machine," by Campbell (Sears and Roebuck), pp. 18 & 40. <u>Marketing and Distribution</u> by Mason, Ross, Rath (Gregg, 2nd), Part 4, p. 35.
C. Retailing, Service, and Wholesaling	Given the appropriate information, the student will be able to:		
1. Knowledge of the types of retail, service, and wholesale establishments.	Classify businesses according to one of the three categories.	Take a 1-2 day field trip to St. Louis, Chicago, Indianapolis, and/or Cincinnati to visit a variety of retail, wholesale, and service establishments. Have students take phone directory "yellow pages" and classify selected businesses as retailing, service, or wholesaling by using information from the resources to support their decisions.	<u>Basic Retailing and Distribution</u> by Levy, Feldman, Reich (Pitman), Chapter 13. <u>Retailing Principles and Practices</u> , Part 6 "Types of Retail Businesses" and p. 585.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

View films from I.U.

Complete project 16 and 18.

Working in a Store, Working in a Service Industry, Working for a Wholesaler, by Gold Faye, and Grandfield, (Fair-child).

Film: "Jobs in the City: Distribution," Indiana University A-V Center, #ESC-1254.

Film: "Jobs in the City: Services," Indiana University A-V Center, #ESC-1193.

Store Talk by Greif (Pitman), Chapter 1.

Your Career in Marketing, Units 4 and 5.

Project Activity Guide for Marketing and Distribution by Mason, Rath, Ross (Gregg), pp. 61 and 69.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

2. Knowledge of basic retailing, service, and wholesaling activities.

Compare and contrast the activities that take place in retailing, service, and wholesaling.

Divide students into groups and have them assume the role of a businessman in one of the three categories and, after research and preparation, discuss the activities their particular type of business engages in.

Your Career in Marketing,
Part 2, "Marketing in Action."

Retail Merchandising,
pp. 132-135.

Marketing in Action, Chapter 4.

3. Knowledge of retailing, service, and wholesaling as a function of our economic system.

Synthesize the role played by retailing, service, and wholesaling in the American economic system.

Have the students read Unit 1, describing the role of retailing service, and wholesaling in our economic system, and then participate in a class discussion of the topic. Ask students if we could eliminate retailers and wholesalers and why don't we buy direct from the producer.

Business Principles and Management by Shilt, Everard, Johns (South-Western), Unit 1.

MARKETING AND DISTRIBUTIVE EDUCATION--D.E. III & IV

(LEVEL 2)

MARKETING AND DISTRIBUTIVE EDUCATION

D.E. III & IV

Marketing and Distributive Education (D.E. III & IV) - .5 unit of credit. Intermediate instruction in the scope and importance of Marketing and Distributive Education, a review of career objectives in light of the students' self evaluations related to marketing occupations, and participation in the Distributive Education Clubs of America (DECA) program of activities. Emphasis is placed on American business and free enterprise system, economics of distribution, retailing, service and wholesaling occupations, business and social skills, human relations, ethics, communications, mathematics, selling, product and service technology, sales promotion, operations, stock control and facility safety. This course should include real and/or simulated occupational experiences and projects in the marketing functions such as those available through the Distributive Education Clubs of America (DECA) program of activities. Cooperative on-the-job training may begin during this course to provide real marketing occupations experience.

Course Goals for Marketing and Distribution are:

1. Enable students to successfully perform the duties and tasks required in marketing distributive occupations.
2. Develop students' ability to secure, hold, and advance in jobs in marketing and distributive occupations.
3. Develop students' skills in marketing, basic, social, and economic competencies.
4. Enable students to continue to participate in appropriate co-curricular DECA activities.
5. Enable students to assess their personal characteristics and needs in relation to their career objectives.
6. Enable students to understand the economics of marketing.
7. Enable students to understand the psychology of consumer relations.

MARKETING AND DISTRIBUTIVE EDUCATION
D. E. III & IV
(LEVEL 2)

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COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

I. Introduction to Distributive Education III & IV

A. Scope and Importance of Distributive Education III & IV

1. Knowledge of Distributive Education III & IV Class operation

Given the appropriate information the student will be able to:

Demonstrate their understanding of classroom operations by successfully performing in a variety of classroom activities and by completing various administrative functions assigned by the teacher.

Have students record activities in an annual D.E. planning calendar.

Have students assist in the completion of various administrative functions such as keeping the instructional area in order, checking out and filing instructional materials, etc.

Ohio D.E. Materials Lab

LAPS HANDBOOK by IDECC

Class syllabus (prepared by the teacher to explain aspects of his/her program)

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

2. Knowledge of the Distributive Education III & IV Program goals.

Describe briefly the goals for Distributive Education III & IV.

Have students prepare an operations manual covering daily activities, program, rules, etc.

Have students read the program goals and discuss how the accomplishment of these goals will be of value to them in the business world.

Indiana Competency Based D.E. Curriculum Project by Husted and Davis

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

3. Skill in following instructions in an expedient, enthusiastic and cooperative manner necessary for working in a cooperative program.

Participate in classroom activities in an expedient, enthusiastic and cooperative manner.

Have students brainstorm reasons for following instructions in an expedient and enthusiastic manner.

Enthusiasm Makes the Difference by Peale, Chapter 5

LAP 45 (COMMU), Compt. 124.

Show film: "Your Job: Fitting In" and synthesize important points with a discussion.

Indiana State University, A-V #C-782

Discuss ten foundations for building good relationships with supervisors.

Retailing Principles and Practices, Part 39

B.C. Hints for Understanding Your Boss by Ohio D.E. Materials Lab #B01-F4

4. Knowledge of the cooperative program, project plan, and the operating procedures of each.

Distinguish between the cooperative program and project plan.

Have students visit a neighboring D.E. project lab facility.

A Guide for Cooperative Vocational Education by Indiana Department of Public Instruction, Division of Vocational Education

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

5. Knowledge of the job responsibilities involved with the individual's cooperative program.

List and discuss the responsibilities involved with the individual's cooperative program.

Have students participate in a discussion of advantages and disadvantages of each plan. (If possible, may also wish to have students who have participated in both programs conduct a panel discussion).

Complete Sections 1 and 8.

Your Career in Marketing by Beaumont, Langan, Taylor (Gregg, 2nd), pp. 134-138

My Job Manual, Distributive Education by Bouchard (Conrad)

Have students complete activities included in Know Your Training Station.

Ohio D.E. Materials Lab, #S17-E4

Have students sign training agreement and assist in the development of a training plan.

Your Career in Marketing by Beaumont, Langan, Taylor (Gregg, 2nd), Part 19

6. Knowledge of local, state, and federal employment levels.

Describe those laws that are relevant to their employment to include E.E.O., child labor laws, minimum wages, and affirmative action.

Have students complete the exercises dealing with employee welfare on pp 515-516.

Retailing Principles and Practices by Richert, Meyer, Haines, and Harris (Gregg, 6th) Part 60

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

7. Knowledge of educational opportunities available to young people in marketing and distribution after high school graduation.

Identify correctly opportunities for training beyond high school in adult, junior college and university programs.

Invite representatives from at least one of the areas mentioned to assist the teacher in describing training opportunities beyond high school.

Show film and follow-up by having students discuss key points.

Film: "Job Discrimination--Doing Something About It" Indiana University A-V Center #CSC-2726 (Alternate film: "The Prejudice Film" Ball State A-V Center)

Retail Merchandising by Wingate and Samson (South-Western, 8th), Chapter 18, Part d.

Modern Business Management by Hicks and Gullett (Gregg), Chapter 21.

Your Career in Marketing by Langan and Taylor (Gregg, 2nd), pp. 127-129.

Guide for Employers of Minors, Indiana Division of Labor (other publications also available)

Post-secondary catalogs from Indiana Institutions

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

B. DECA Activities

1. Skill in carrying out a program of activities consistent with DECA guidelines.

Given the appropriate information the student will be able to:

Explain why DECA is of continuing value to the student.

Invite Jr. Collegiate or Collegiate DECA member to tell about their school or university.

Have students write a short research paper on a post-secondary institution of their choice; or students not planning on post-secondary training could write a paper on vocational opportunities available through their present jobs or expected jobs.

Have advanced students give a presentation to 1st year students on the value of DECA.

Review important concepts relating to DECA.

School and Careers by Herr (McGraw-Hill).

Your Career in Marketing by Beaumont, Langan, Taylor (Gregg), pp. 139-142.

Developing a Program of Activities for Local DECA Chapters by Ohio D.E. Materials Lab, #S12-E3

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

2. Skill in making presentations on Distributive Education and DECA to civic and service organizations, student groups and other interested parties.

Make a presentation to a group "selling" them on the value of D.E. and DECA.

Have students prepare individual presentations to be given to the rest of the class. Critique and reaccomplish.

Ideas for Local DECA Projects by Ohio D.E. Materials Lab, #S15-E4

Salesmanship by Ernest and Ashmun (McGraw-Hill) pp. 472-475.

Salesmanship Fundamentals by Ernest and Ashmun (McGraw-Hill), Chapter 1.

3. Skill in applying parliamentary procedure in conducting local chapter meetings.

Actively and properly participate in local chapter meetings by using parliamentary procedure.

Read Parliamentary Procedure.

Parliamentary Procedure by Ohio D.E. Materials Lab, #119-C5.

Leadership Training Units for Vocational Youth by Purdue, Unit 3.

View film: "Parliamentary Procedure in Action." Conduct a meeting and critique the performances.

Film: "Parliamentary Procedure in Action" Indiana University A-V Center, #CSC 1659

The How of Parliamentary Procedure by Instructional Materials Center, University of Texas

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

5. Skill in entering and participating in DECA activities at the local, district, and state levels.

Participate in a variety of DECA activities at the local, district, and state levels.

Class discussion on the value of participation and the mechanics of preparing to participate in DECA competitive events.

Have students participate in DECA competitive events.

Attend Ball State DECA Rodeo.

DECA Handbook by DECA

Indiana DECA Competitive Activities Handbook

D.E. is Competition by Ohio D.E. Materials Lab #B07-F6 (a promotional bulletin board)

6. Skill in demonstrating initiative and creativity in selected problem solving situations.

Given a problem, solve it using one of several systematic approaches, describing each step in the process.

Brainstorm the types of problems with which an individual is confronted.

Discuss approaches one might take in finding a solution to a problem.

Marketing in Action by P. F. Warmke and others (South-Western) pp. 231-236.

Business Principles and Management by Shilt, Everard, and Johns (South-Western, 6th) pp. 495-498.

Salesmanship Fundamentals by Ernest and Ashmun (Gregg, 4th), Chapter 18.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

C. Career Development (Spring option)

1. Knowledge that choosing a career is more than just getting a job.

Given the appropriate information the student will be able to:

Describe why a person works in terms of Maslow's hierarchy of needs.

Lead students in a class discussion of Part 38 of the text to personalize Maslow's concepts.

Retailing: Principles and Practices by Richert, Meyers, Haines, and Harris (Gregg, 6th), Part 38.

2. Skill in planning and reviewing career objectives.

Review career plans.

Have students review (or make) career plans using the listed resources then justify their decisions in terms of supply and demand projections, personal strengths and weaknesses, personal needs, etc.

Retail Merchandising by Wingate and Samson (South-Western, 8th), Chapter 19, Part a.

Retailing: Principles and Practices by Richert, Meyers, Haines, and Harris (Gregg, 6th), Part 37

Attend ISU DECA Career Exploration Day in the Fall.

Have students do a poster on a career ladder of their choice.

Occupational Outlook Handbook by Labor Statistics Bureau

Your Career in Marketing by Beaumont, Langan, and Taylor (Gregg, 2nd), Part 38.

3. Knowledge of requirements necessary for job entry and advancement in marketing and distribution.

Describe qualities necessary for entry into and advancement in a marketing and distribution occupation.

Brainstorm a list of factors employers like and those they dislike. (Students may be divided into groups--per reference).

Retailing Principles and Practices by Richert, Meyers, Haines, and Harris (Gregg, 6th), Parts 1 and 39.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

4. Skill in writing a resume and letters of application. (Spring option)

Develop a resume or personal data sheet and write a letter of application to a hypothetical company.

Have a general manager of a department store talk to the class on the topic.

View film: "The Marketeers: Careers in Marketing and Distribution"

Have students develop resumes and letters of application.

Have students look for classified ads relative to jobs in their career field.

Retail Merchandising by Wingate and Samson (South-Western, 8th) Chapter 19, Part e.

Marketing in Action by Warmke, Palmer, and Nolan (South-Western, 8th) Chapter 18, Part d.

Fundamentals of Selling by Wingate and Nolan (South-Western, 10th) Chapter 3.

Indiana University A-V Center, ESC-1496

Retail Merchandising by Wingate and Samson (South-Western, 8th) Chapter 19, Part b and c.

Retailing Principles and Practices by Richert, Meyers, Haines, and Harris (Gregg, 6th) pp. 15-17.

Salesmanship Fundamentals by Ernest and Ashmun (Gregg, 4th) Chapter 24.

Fundamentals of Selling by Wingate and Nolan (South-Western, 10th) Chapter 3, Part d.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

II. Marketing Skills

A. Marketing Strategy
& Promotional Mix

1. Knowledge that a marketing strategy is a plan of a company's goals and ways to achieve these goals.

Define marketing strategy.

Explain why marketing strategies are designed and implemented.

Explain how marketing strategies are designed and implemented.

LAP #13 (MKT & ECON).

Have students design a marketing strategy for an imaginary product.

Discuss the marketing strategy designed and implemented for the GMC X-cars.

Survival in the World of Work by Ohio D.E. Materials Lab, #129-D2

D.E. II Course of Studies by Oklahoma Distributive Education

Marketing and Distribution by Mason, Rath, Ross (Gregg, 2nd) Part 39

Marketing in Action by Warmke, Palmer, Nolan (South-Western, 8th) Chapter 17-d

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

2. Knowledge that the promotional mix of a business is a combination of different forms of product promotion such as advertising, sales promotion, personal selling, and publicity.

Describe the meaning of the term promotional mix.

Describe the potential elements of a promotional mix.

Identify the major advantages and disadvantages of different forms of product promotion.

LAP #14 (MKT & ECON).

LAP #9 (ADV), Comp. #018.

Complete Marketing Project 29, p. 35.

Complete DICE Case, p. 260.

Marketing and Distribution by Mason, Rath, Ross (Gregg, 2nd) Unit 9, Part 29.

Marketing in Action by Warmke, Palmer, Nolan (South-Western, 8th) Chapters 11-6

B. Personal Selling

1. Knowledge, skills, and attitudes necessary to represent the business favorably to customers and other people outside the business.

Derive techniques that will create a positive business image and generate a rationale that will support these.

Write a paper emphasizing the importance of the individual's role in helping create and maintain a favorable business image.

Retailing: Principles and Practices by Richert, Meyer, Haines, & Harris (Gregg, 6th) Part 31 and Part 39

Fundamentals of Selling by Wingate & Nolan (South-Western, 10th), pp 145-150

Salesmanship Fundamentals by Ernest and Ashmun (Gregg, 4th) Chapter 5

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

2. Knowledge of those techniques and practices used by the consumer.

List and describe the sequence used by consumer in making a purchasing decision.

Use various mini-projects for selling.

Have students describe the decision process used in a recent purchase highlighting the steps outlined in reference material.

Laboratory Mini-Projects by Ohio D.E. Materials Lab

Turn and Learn for Successful Selling by Sears

Fundamentals of Selling by Wingate & Nolan (South-Western, 10th) p. 122

Salesmanship Fundamentals by Ernest and Ashmun (Gregg, 4th) pp. 188-191

Retailing Principles and Practices by Richert, Meyer, Haines, & Harris (Gregg, 6th) pp. 521-529

3. Knowledge of rational and emotional buying motives.

Define motives.

Differentiate between rational and emotional buying motives.

Complete exercises in Problems and Projects for Retailing Principles and Practices, Part 23.

Retailing Principles and Practices by Richert, Meyer, Haines, & Harris (Gregg, 6th) Part 23

Your Career in Marketing by Beaumont, Langan, & Taylor (Gregg, 2nd) p. 188

Fundamentals of Selling by Wingate & Nolan (South-Western, 10th) pp. 116-117

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

4. Knowledge of basic and learned buying motives primary and selective buying motives.

Compare and contrast basic and learned buying motives.

Compare and contrast primary and selective buying motives.

5. Knowledge of types of customers and their motives for buying.

Define patronage buying motives.

Recall some patronage buying motives from recent purchases.

Complete activities, Part 8.

Analyze personal basic and learned buying motives with respect to a recent purchase.

Analyze personal primary and selective buying motives with respect to a recent purchase.

Brainstorm examples of patronage buying motives.

IAP 5 (SELLING), Compt. 936.

Have students pair off and role play the proper approach for each type of customer.

Marketing & Distribution by Mason, Rath, Ross (Gregg, 2nd)

Marketing in Action by Warmke, Palmer, & Nolan (South-Western, 8th) pp.195-199

Fundamentals of Selling by Wingate & Nolan (South-Western, 10th) pp.112-118

Retailing Principles and Practices by Richert, Meyer, Haines, & Harris (Gregg, 6th) pp. 217

Fundamentals of Selling by Wingate & Nolan (South-Western, 10th) pp.112-116 & pp.118-123

Retail Selling by Bodle & Corey (Gregg, 2nd) Chapters 18-19

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

6. Knowledge of how behavior is motivated.

Explain correctly how the characteristics of past and present consumers may be used to project characteristics of future consumers. Describe how a company used past and present consumer data to project future consumer characteristics.

Explain how an individual's behavior is affected by his position on Maslow's Hierarchy of Needs.

Skill in analyzing customer needs

7. Knowledge of how motivation effects buying decisions.

Given the description of a potential buyer hypothesize his/her motives for possibly making a purchase.

View "Consumer Choice" Filmstrip. Play enclosed game in kit.

Have students complete Part 20 of the Project Activity Guide for Marketing and Distribution.

Explain Maslow's Hierarchy (or have them read the reference) and ask them to generate examples of how their position on the Hierarchy of Needs.

Complete activities, Part 7.

LAP 40 (SELLING), Compt. #830, 870.

Have students read and discuss motivations behind buying decisions.

Procter & Gamble

Marketing Distribution by Mason, Rath, Ross (Gregg, 2nd) Part 20

Retailing Principles and Practices by Richert, Meyer, Haines & Harris (Gregg, 6th) Part 38

Marketing & Distribution by Mason, Rath, Ross (Gregg, 2nd) Part 7

Retailing Principles and Practices by Richert, Meyer, Haines & Harris (Gregg, 6th) Part 23 and 24

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

8. Knowledge of the special customer services and accommodations needed to build customer goodwill and help increase sales.

Develop a program that will build goodwill with a business

LAP 7 (SELLING), Compt. 919.

LAP 38 (SELLING), Compt. 383.

From their personal shopping experiences, have students develop a list of services and accommodations used by stores to build goodwill.

Salesmanship by Kirkpatrick & Russ (South-Western) Chapter 19

Retail Merchandising by Wingate & Samson (South-Western, 8th) pp. 111-112, 265-366

Fundamentals of Selling by Wingate & Nolan (South-Western, 10th) Chapter 7, Part D

LAP 27 (MGT), Compt. 754.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

11. Skill in making the sale (the process).

Demonstrate the ability to confidently complete the steps of a sale.

LAP 66 (HR), Compt. 333.

Role play a sales transaction using the appropriate steps.

Enter DECA Sales Demonstration Event.

View "Anatomy of a Sale" filmstrip.

Develop a list of objectives for 3 specific products.

Visit a local store and have the salesperson demonstrate a product for which you are interested. Present the salesperson with objectives and record how each objection was handled. Have students report findings to class.

Fundamentals of Selling by Wingate & Nolan (South-Western, 10th) Chapter 3, Part C

Marketing and Distribution by Mason, Rath & Ross (Gregg, 2nd) Part 35

Indiana DECA Handbook

Sears, Roebuck, Co.

Salesmanship by Kirkpatrick & Russ (South-Western), pp. 17-18

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

12. Attitudes that will improve his/her ability to develop a sincere interest in customers and their problems (EMPATHY TOWARD CUSTOMERS) and adapt accordingly.

Describe why it is important to show interest in customers and their problems.

Demonstrate the ability to adapt to the needs of the customer.

Have students listen to "Ten Steps to a Planned Sales Presentation."

Have the class discuss "Discussion Questions" on p. 429.

LAP 29 (HR), Compt. 288.

LAP 28 (HR), Compt. 280.

Ohio D.E. Materials Lab, #V08-W1

Salesmanship by Kirkpatrick & Russ (South-Western) Chapter 19

Marketing in Action by Warmke, Palmer & Nolan (South-Western, 8th), pp. 81-91

Retail Merchandising by Wingate & Samson (South-Western, 8th)

Retailing Principles and Practices by Richert, Meyer, Haines & Harris (Gregg, 6th) pp. 58-63

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

13. Skills in handling telephone orders, complaints, and messages via the telephone in a manner that will lead to customer satisfaction.

Exhibit the ability to handle orders, complaints, and messages in a manner that will support the desired image of the business.

Have a representative of the local phone company give a presentation.

Marketing and Distribution by Mason, Rath & Ross (McGraw-Hill, 2nd) pp. 392-393

Fundamentals of Selling by Wingate & Nolan (South-Western, 10th) pp. 84-85

How to Win Friends and Influence People by Carnegie (Simon & Schuster), Chapter 1

Various resources from your local phone company.

Retail Selling by Bodle & Corey (Gregg, 2nd), Chapter 27

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

Role play the handling of telephone orders, complaints, and messages.

Salesmanship by Kirkpatrick & Russ (South-Western), pp. 441-445

Retailing Principles and Practices by Richert, Meyer, Haines & Harris (Gregg, 6th) pp. 395-397

LAP 21 (SELLING), Compt. 835.

Retail Merchandising by Wingate & Samson (South-Western 8th) pp. 384-395

LAP 7 (ADV) Compt. 008.

Fundamentals of Selling by Wingate & Nolan (South-Western, 10th) Chapter 12, Part B

Salesmanship Fundamentals by Ernest & Ashmun (Gregg, 4th) pp. 348-395

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

C. Product and Service Technology

1. Knowledge of how product information may be obtained from the merchandise itself.

Given the appropriate information the student will be able to:

List the types of information attainable from the merchandise itself.

LAP 20 (P & S), Compt. 559.

Complete Section 3.

My Job Manual--Distributive Education by Bouchard (Conrad)

Fundamentals of Selling by Wingate & Nolan (South-Western, 10th) p. 190

Retail Selling by Bodle and Corey (Gregg, 2nd) Chapter 17

2. Knowledge of the kinds of valuable information that may be obtained from the consumers of merchandise.

List the kinds of information attainable from customers.

Have students generate ideas on what may be learned from the consumer and how one might go about obtaining such product knowledge.

Fundamentals of Selling by Wingate & Nolan (South-Western, 10th) pp. 190-191

Retail Selling by Bodle and Corey (Gregg, 2nd) Chapters 17 & 20

Have students role play by obtaining information from other students which might be helpful in making a sale.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

6. Knowledge of the locations of departments and merchandise within the business.	Explain the importance of knowing the location of products and services with respect to the customer.	LAP 20 (SELL), Compt. 826. Have students do a store layout and diagram by department and merchandise of where they work. In a class discussion, have the students generate reasons for knowing the store layout--after having read the reference.	<u>Retailing Principles and Practices</u> by Richert, Meyer, Haines, and Harris (Gregg, 6th), Part 32
7. Skill in handling customer inquiries for general product information.	Successfully handle customer inquiries with respect to a product.	LAP 34 (P & S), Compt. 562.	<u>Fundamentals of Selling</u> by Wingate and Nolan (South-Western, 10th) Chapter 6, Part E <u>Salesmanship</u> by Kirkpatrick and Puss (South-Western) pp 173-174 <u>Retailing Principles and Practices</u> by Richert, Meyer, Haines, and Harris (Gregg, 6th), Part 26
8. Knowledge of how sizes, names, and descriptions enable the salesman to relate to the customer's needs in various product areas.	Explain how sizes, names, and descriptions enable salespersons to relate to the needs of the customer.	Assign different product areas to different groups and have them develop a presentation to be given before the rest of the class on how knowledge of sizes, names, and descriptions enables them as salespersons to relate to the customer's needs. LAP 36 (P & S), Compt. 506.	<u>Retailing Principles and Practices</u> by Richert, Meyer, Haines, and Harris (Gregg, 6th), Part 25 <u>Fundamentals of Selling</u> by Wingate and Nolan (South-Western, 10th), pp. 187-188

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

9. Knowledge of how to utilize regulations and authoritative information in informing customers about the merchandise they want to purchase.	Describe the kinds of information from regulations and authoritative sources. Such as standards, grades, and labels.	Using the reference, have the students generate a list of the kinds of information. LAP 31 (P & S), Compt. 515, 516. Have an attorney talk to the class on this topic.	<u>Retailing Principles and Practices</u> by Richert, Meyer, Haines, and Harris (Gregg, 6th), pp. 510-513
10. Attitude of the importance of reading trade and business journals and publications to become more aware of fashion and style information, product knowledge, and business trends.	Describe the value of information in trade and business journals and publications to the salesperson.	Have the students look through copies of trade and business journals and publications. Then make a report to the class on some form of information which is important to the salesperson. LAP 23 (P & S), Compt. 581. LAP 15 & 16 (SELL), Compt. 824 & 889.	<u>Retailing Principles and Practices</u> by Richert, Meyer, Haines, and Harris (Gregg, 6th) pp. 579-580. <u>Fundamentals of Selling</u> by Wingate and Nolan (South-Western, 10th) pp. 195-421
11. Knowledge of the existence of various publications on consumer products information.	List and describe several publications on product information available to the consumer.	Have the students make reports on a product of their choice, and explain how the consumer publication would influence their purchase decision. Have the students review copies of <u>Consumer Reports</u> , <u>Buying Guide</u> , etc.	<u>Fundamentals of Selling</u> by Wingate and Nolan (South-Western, 10th), pp. 193-195 and 288-289

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

12. Knowledge of the importance of increasing one's product knowledge through in-service training.	Define in-service training. Discuss the kinds of information that can be communicated through in-service training.	LAP 27 (P & S), Compt. 380. Brainstorm to produce the kinds of product knowledge that might be communicated through such training.	<u>Business Principles and Management</u> by Shilt, Everard and Johns (South-Western, 6th) pp. 521-524
13. Knowledge of the value of sales conferences, sales or company meetings, training sessions, bulletin boards, copies of the company's advertising and promotional prices, and other available information.	List the values of attending sales conferences, company training sessions, and reading the company bulletin board.	LAP 27 (P & S), Compt. 580. Have students report on their participation at sales conferences, etc., at their store. Have students report on what types of items are found on their company bulletin board.	<u>Marketing in Action</u> by Warmke, Palmer & Nolan (South-Western, 8th), Chapter 8, Part D and pp. 234-236 <u>Fundamentals of Selling</u> by Wingate & Nolan (South-Western, 10th) pp. 192-193
14. Knowledge of the value of brand names.	Define the expense involved in creating a well-known brand name. Describe some additional legal responsibilities placed upon those using brand names.	Have students write a justification for using brand names after reading the resources. Complete Part 24. Have the class discuss legal responsibilities involved with using brand names.	<u>Fundamentals of Selling</u> by Wingate and Samson (South-Western) Chapter 6, Part B <u>Marketing & Distribution</u> by Mason, Rath, and Ross (Gregg) pp. 294-296

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

15. Knowledge of the testing and rating agencies.

List and describe the value of testing and rating agencies

Show film and discuss key points.
LAP 38 (P & S), Compt. 561.

Film: "Brand Names and Labeling Games" Indiana University A-V Center, #CSC 2542

Salesmanship by Kirkpatrick and Russ (South-Western) pp. 168-169

Fundamentals of Selling by Wingate and Nolan (South-Western) pp. 288-289

Consumer Research pp. 11 and 334

16. Knowledge of guarantees and warranties.

Distinguish between the following:

1. expressed warranty and implied warranty
2. limited warranty and full warranty
3. guarantees and warranties

Have students examine reports and publications of several testing and rating agencies and discuss the value of these to the customer and the to the salesperson.

Have students give oral reports on the product ratings received by various products.

Have the students distinguish between: (1) expressed and implied warranties, (2) limited and full warranties, and (3) guarantees and warranties.

LAP 28 (P & S), Compt. 554.

Fundamentals of Selling by Wingate and Nolan (South-Western) pp. 516-518

17. Knowledge of the various consumer movements and consumer protection programs.

Describe some of the causes of the consumer movement and synthesize what the effects will be for retailing.

Complete Unit 14 exercises, pp. 11-20.

Problems & Projects for Retailing Principles and Practices by Ashmun and Ferguson (Gregg, 6th) Part 41

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

18. Knowledge of how consumer protection programs affect the marketing process.

Explain how consumer protection programs affect the marketing process.

Have students complete Part 5 of the Job Activity Guide.

Have students view one of several films on consumer movements.

LAP 31 (P & S), Compt. 524.

Have students complete selected exercises in Unit 14 of Problems and Projects.

Have students collect news articles relating to consumer law such as the call back of defective cars. Students should discuss how these call backs generated by consumer protection agencies effect the marketing process.

Have students read selections on consumer law and discuss difficulties that might exist in their passage.

LAP 31 (P & S), Compt. 521.

Your Career in Marketing by Beaumont, Langan & Taylor (Gregg, 2nd), Part 5

"The Consumer Movement"
Indiana University A-V Center,
#CSC 2560

Retailing Principles and Practices by Richert, Meyer, Haines & Harris (Gregg, 6th) Part 42

Retailing Principles and Practices by Richert, Meyer, Haines & Harris (Gregg, 6th) pp. 364-369

Fundamentals of Selling by Wingate & Nolan (South-Western, 10th), Chapter 16, Part C

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

D. Sales Promotion

Given the appropriate information the student will be able to:

1. Knowledge of the effect of sales promotions on the consumer's buying decision.

Explain how sales promotions are conducted and how they affect the customer's buying decision.

Complete Section 5.

My Job Manual--Distributive Education by Bouchard (Conrad)

Marketing in Action by Warmke, Palmer and Nolan (South-Western) Chapter 15

Problems and Projects for Retailing Principles and Practices by Ashman and Ferguson (Gregg), Unit 24

2. Knowledge of how merchandise is advertised (including brand names, prizes, available sizes, colors, styles, and models) in order to better promote or sell it.

Explain the overall advertising process from the decision making process to an advertisement to the placing of the ad in a medium.

Have students complete exercises from Unit 24 of Problems and Projects for Retailing Principles and Practices using the same unit of the test as a reference.

LAP 1 (ADV), Compt. 011, 075, 073.

Have someone from an advertising agency or someone responsible for advertising within a marketing and distribution organization speak to the class.

Retail Merchandising by Wingate and Samson (South-Western, 8th), Chapter 13

Marketing in Action by Warmke, Palmer, and Nolan (South-Western, 8th), Chapter 13

Marketing and Distribution by Mason, Rath and Ross (Gregg) Part 30

Advertising Planning & Techniques by Samson (South-Western), Section 2

LAP 3 (ADV), Compt. 044.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

3. Attitude that advertising should be complemented with attractive displays and efficient sales force.

Explain why it is necessary to coordinate advertising with attractive displays and an efficient sales force.

View the "Advertising Store" filmstrip.

Have students read different references and, after discussing it among others in their group, describe what can happen in situations where advertising, display, and personal sales efforts are not coordinated. Have them discuss principles concerned with such coordination.

LAP 7 (ADV), Compt. 039.

Fundamentals of Selling by Wingate and Nolan (South-Western) Chapter 13

Salesmanship by Kirkpatrick and Russ (South-Western) Chapter 10

Proctor & Gamble

Retailing Principles and Practices by Richert, Meyer, Haines and Harris (Gregg) Part 16

Marketing in Action by Warmke, Palmer and Nolan (South-Western, 8th) Chapter 13

Retail Merchandising by Wingate and Samson (South-Western, 8th) Chapter 13, Part A

Salesmanship by Kirkpatrick and Russ (South-Western) pp. 197-202

Fundamentals of Selling by Wingate and Nolan (South-Western, 10th) Chapter 13, Part A

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

4. Skill in building displays.

Construct display using sound display principles.

Dress manequins for displays.

5. Knowledge to develop the control theme of the basic idea for ads.

Explain the basis principles represented by the acronym AIDA.

LAP 9 (ADV), Compt. 081, 052, 053.

Build a display promoting National DECA Week and/or National Vocational Education Week.

Read "Principles of Display" and respond to Section D questions.

LAP 13 (Display), Compt. 193.

Divide the students into groups and have them construct a display using techniques described in the references.

LAP 27 (Display), Compt. 226.

LAP 32 (Display), Compt. 206, 216, 233.

Using the text as a reference, have the students develop an advertisement utilizing the acronym.

Have students view film.

Fundamentals of Selling by Wingate and Nolan (South-Western, 10th) Chapter 14, Part D

Retail Merchandising by Wingate and Samson (South-Western, 8th) Chapter 14, Part E

Fundamentals of Selling by Wingate and Nolan (South-Western, 10th) pp 412-413

Film: "Effective Writing: Learning from Advertising Language" Indiana University A-V Center, #ESC 1355

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

6. Knowledge and skill in the design of ad layout for newspapers.

Design a newspaper ad for a store promotion.

Complete exercises in Problems and Projects for Retailing Principles and Practices, Unit 18.

Problems and Projects for Retailing Principles and Practices by Ashmun and Ferguson (Gregg), Unit 18

Fundamentals of Selling by Wingate and Samson (South-Western, 10th) Chapter 13, Part B

LAP 6 (ADV), Compt. 055.

Participate in the Indianapolis Star and/or News "Newspaper in the Classroom Program". Field trip to your local newspaper.

Advertising in the newspaper by Indianapolis Star & News

Divide students into groups and have them develop an advertisement for a local newspaper; have the class judge these based on criteria they have developed after referring to the reference.

Salesmanship by Kirkpatrick and Russ (South-Western) pp. 206-207

Advertising Planning Techniques by Samson (South-Western) Section 5

Enter DECA Advertising Services Competitive Event or Ad Layout Event (state event only).

Indiana DECA Handbook

7. Skill in expressing factual information in copy writing.

When provided with information on a product, produce copy presenting the facts in a clear and concise manner.

Have students write advertising copy from basic information and allow them to compare it with others.

Salesmanship by Kirkpatrick and Russ (South-Western) pp. 205-206

Retail Merchandising by Wingate and Samson (South-Western, 8th) Chapter 13, Part E

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COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

E. Operations: Stock Control/Facility Safety

1. Knowledge of receiving, marking, pricing, and inventory control.

2. Knowledge of the procedures for reporting and handling damaged merchandise.

Given the appropriate information the student will be able to:

List and discuss steps involved with receiving merchandise.

Describe why merchandise must be marked and list the kinds of information that may be included on the price ticket.

Explain how prices might be set.

Summarize what is meant by inventory control.

Explain procedures to be taken when receiving merchandise that is damaged.

LAP 6 (ADV), Compt. 056.

Have students complete selected exercises in Problems and Projects for Retailing Principles and Practices, Part 52.

Visit the receiving department of a local warehouse and ask the manager to show students the procedures followed in accepting a shipment from a carrier.

LAP's 4-8 (OPS).

Have students move hypothetical products through the entire process in a simulated store.

Have students read selected references on receiving, then "check-in" a mock delivery containing damaged merchandise.

Problems and Projects for Retailing Principles and Practices by Ashmun & Ferguson (Gregg), Part 52

Basic Retailing & Distribution Levy, Feldman, Reich (Pitman, 3rd), Chapter 16, 17, 18

Retail Merchandising by Wingate and Samson (South-Western, 8th) Chapter 9

Receiving, Checking, and Marking by Texas Instructional Materials Center

Handling Materials by Tyler and Corenthal (Gregg), Unit 7

Retailing Principles and Practices by Richert, Meyer, Haines and Harris (Gregg) Part B

Retail Merchandising by Wingate and Samson (South-Western, 8th) p.285

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

3. Skill in using forms and records necessary for inventory control.

Draw a flow chart comparing and contrasting the perpetual and the periodic (sometimes termed physical) inventory systems.

LAP 11 (OPS), Compt. 634.

Develop an exercise around a mock inventory; have students determine the cost of goods sold using the perpetual and periodic systems.

Have students obtain copies of all forms and reports used in stock control at their training station. Compare forms with those obtained by other members of class.

Business Principles and Management by Shilt, Everard, and Johns (South-Western, 6th) pp. 225-234

Business Principles and Management by Shilt, Everard, and Johns (South-Western, 6th) pp. 234-238

Retailing Principles and Practices by Richert, Meyer, Haines, and Harris (Gregg) Part 49

Handling Materials by Tyler and Corenthal (Gregg) Chapter 32

Fundamentals of Selling by Wingate and Nolan (South-Western) Chapter 12, Part D

4. Knowledge of and proper attitude toward the importance in stockkeeping in avoiding errors or losses that may affect company profits.

Explain how poor stock control may result in excessive, expensive, and less than optimum profits.

Have the students calculate a company's net income for two situations--one where there has been an error or loss and one where there was control.

Retailing Principles and Practices by Richert, Meyer, Haines, and Harris (Gregg, 6th) pp. 429-430

Business Principles and Management by Shilt, Everard, and Johns (South-Western, 6th) pp. 234-235

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

5. Knowledge of how careful use of supplies will help control expenses.

Explain how the results of careless use of supplies are similar to those of poor stock-keeping.

Have students calculate the net income in a situation in which there has been a misuse of supplies and synthesize why the effect is the same as theft and other forms of poor inventory control.

LAP 15 (OPS), Compt. 619.

Have the students complete selected activities from Problems and Projects for Retailing Principles and Practices, Unit 16.

Problems and Projects for Retailing Principles and Practices by Ashmun and Ferguson (Gregg, 6th) Unit 16

6. Knowledge of the Occupational Safety and Health Act (OSHA) regulations.

Explain the importance of this act to both the retailing employee and retailing manager.

Have the students study the resource materials then assure the role of a manager or employee and explain the importance of this law to them.

Invite OSHA representatives to talk about the role of OSHA in retailing, wholesaling, and services businesses.

All About OSHA by U.S. Department of Labor, Occupational Safety and Health Administration

Business Principles and Management by Shilt, Everard, and Johns (South-Western, 6th) pp. 545-546

7. Knowledge of the functions of facility maintenance.

Describe actions recommended by experts that reduce the probability of accidents.

Have an insurance agent speak with the class on measures he suggests to his clients to reduce their insurance risk.

LAP 1 (OPS), Compt. 614.

Business Principles and Management by Shilt, Everard, and Johns (South-Western, 6th) pp. 544-545

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

8. Skill in performing good housekeeping techniques for safety and appearance.

Take an active part in maintaining the class area in an attractive and safe manner.

LAP 1 (OPS), Compt. 750.

Materials Handling by Tyler and Corenthal (Gregg) Chapter 36

Your Career in Marketing by Beaumont, Langan, and Taylor (Gregg, 2nd) pp 374-375

Suggested Lesson Plans in Safety Education by the National Association of D.E. Teachers

9. Knowledge of how proper care of equipment and proper stock arrangements can help prevent accidents.

Describe principles for personal safety, safe working practices and safe use of equipment.

LAP 2 (OPS), Compt. 660, 732, 777, 778.

Prepare and give the class a lecture over personal safety rules, safe working practices and safe use of equipment.

Retail Merchandising by Wingate and Samson (South-Western, 8th) p. 304

LAP 1 (OPS), Compt. 696, 728.

Materials Handling by Tyler and Corenthal (Gregg) Chapter 35

LAP 2 (OPS), Compt. 615.

Implement the teaching unit.

Safety and You on the Job by Ohio D.E. Material's Lab #125-C7

Describe what to do in case of a robbery, and how you could protect the safety of yourself and your customers.

Invite police officers to speak to class about how to safely handle a store robbery.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

III. Basic Skills

A. Communications

1. Knowledge that communications between the various departments and divisions within a business will result in a more efficient operation with mutual benefits to all.
2. Knowledge and attitude that the business's personnel policies are established for the benefit of the business and the employees.

Given the appropriate information the student will be able to:

Explain why communications is important to efficient business operations.

List seven functions of the personnel department and explain the reasons policies are needed.

After having the students research the references, brainstorm benefits that might result from effective communications within a company.

Listen to "Creating a Friendly Atmosphere in Your Store." Discuss questions provided with tape.

LAP 40 (HR), Compt. 308.

Complete Chapter 5, pp.256-296.

Business Principles and Management by Shilt, Everard, and Johns (South-Western, 6th) pp. 477-482

Communications in Marketing by Rowe and Timerson (Gregg, 2nd) Chapter 1

Motivating Messages Unlimited

Business Principles and Management by Shilt, Everard, and Johns (South-Western, 6th) Chapter 25

Retail Merchandising by Wingate and Samson (South-Western, 8th) Chapter 5-E

Retail Merchandising--Study Guide and Projects by Samson and Lawyer (South-Western, 8th)

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

3. Knowledge that a company's policies enables the goals of the firm to be carried out and enables each person employed to make a contribution to its successful operation.

Synthesize the relationship between the goals of the firm, the members of that firm, and the firm's policies.

Define policies and goals.

Complete Problems A & B, pp.15-16.

Have students look up the definitions of policies and goals.

LAP 44 (HR), Compt. 325.

Complete Problems 1 and 2, p. 35.

Divide the class into groups and have them take a problem-solving approach in determining this relationship (with the aid of the resources).

Problems and Projects for Retailing Principles and Practices by Ashmun and Ferguson (Gregg, 6th) pp.15-16

Modern Business Management by Hicks and Gullett (McGraw-Hill) Chapter 6

Retailing Principles and Practices by Richert, Meyer, Haines and Harris (Gregg, 6th) Unit 2, Part 4

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

4. Knowledge and attitude that attending departmental and/or business-wide meetings is a good way to keep informed of promotions, changing methods and operating changes.

Display a positive attitude toward departmental meetings.

Have students brainstorm reasons for having departmental business meetings.

LAP 53 (COMM), Compt. 149.

Communications in Marketing by Rowe and Timerson (Gregg, 2nd) Chapter 1

Modern Business Management by Hicks and Gullett (McGraw-Hill) Chapter 9

5. Skill in communicating effectively with customers, co-workers, and supervisors.

Display the ability to communicate effectively with customers, co-workers, and supervisors.

Complete manual "Communications in Distribution."

LAP 16 (COMM), Compt. 127.

LAP 42 (COMM), Compt. 160.

Communicating at Work by Williams and Eggland (South-Western). Chapters 2, 3, 4, 5

Ohio State D.E. Materials Lab: "Communications in Distribution" (106-B7)

Your Career in Marketing by Beaumont, Langan, and Taylor (Gregg, 2nd) pp. 144-148

6. Knowledge of the situation in which one should use technical language and the situations in which one may use commonly understood language.

Differentiate between the appropriate occasions for using technical language and those for using commonly understood language.

Have students complete the activities in the Job Activity Guide, Part 14, related to communication skills.

LAP 12 (COMM), Compt. 143.

LAP 13 (COMM), Compt. 123.

Your Career in Marketing by Beaumont, Langan and Taylor (Gregg, 2nd) pp. 144-149 (and the Job Activity Guide for this text)

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

7. Skill in using effective written communications when completing selected forms and reports.	Complete given forms and reports in a manner that will communicate the intended message.	Describe the types of records necessary in a typical business and explain why they are needed. LAP 27 (COMM), Compt. 094.	<u>Retail Merchandising</u> by Wingate and Samson (South-Western, 8th) Chapter 15 <u>Communication in Marketing</u> by Rowe and Timerson (Gregg, 2nd) p. 99
B. Mathematics			
1. Skill in calculating problems involving weights and measures.	Know the standard units of U.S. measurement. Multiply, add, divide and subtract fractions and percentages with 100% accuracy.	Review basic skills taught in D.E. I & II. Complete exercises in Chapter 4. LAP 27 (MERCH), Compt. 401 & 414. LAP 40 (MATH), Compt. 351. LAP 2 (MERCH), Compt. 461. LAP 3 (MERCH), Compt. 400, 445, & 476.	<u>Mathematics in Marketing</u> by Logan and Freeman (Gregg, 2nd) Chapter 4 <u>Marketing Math</u> by Stull (South-Western) Section 1
2. Skill in taking and calculating information necessary on an inventory sheet.	Properly read an inventory tag. Correctly calculate inventory extensions. Complete an inventory sheet.	Complete Lesson 16. Complete exercises in Chapter 5.	<u>Distributive Education Mathematics</u> by Zuan (Conrad) <u>Retail Selling</u> by Bodle and Corey (Gregg, 2nd) Chapter 16 <u>Mathematics in Marketing</u> by Logan and Freeman (Gregg, 2nd)

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

3. Skill in checking the accuracy of invoices processed.

Figure mail, postal, and transportation charges.

Skill in figuring cash, series, and trade discounts.

4. Skill in planning and using a personal budget.

Develop a realistic personal budget.

Take inventory for school store or local department store.

LAP 7 (MATH), Compt. 359.

LAP 28 (MATH), Compt. 366 & 378.

Complete Lesson 10.

LAP 20 (MERCH), Compt. 409, 411, & 465.

LAP 21 (MERCH), Compt. 486.

Complete exercises in Chapter 6.

LAP 29 (MATH), Compt. 365.

LAP 30 (MATH), Compt. 385.

Show film on budgeting and give the class local classified ads, a reasonable hypothetical check, etc., so they might produce a personal budget.

Marketing Math by Stull (South-Western), Section 5

Distributive Education Mathematics by Zuan (Conrad)

Mathematics in Marketing by Logan and Freeman (Gregg, 2nd)

Film: "Consumer Skills: Budgeting Your Money" Indiana University A-V Center #BSC-160

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

5. Knowledge of the concept of credit and how it is used.
(Study this competency from the viewpoint of the student using credit)

Describe the means by which records are maintained and the store reserves payment for credit purchases.

Read and respond to workbook questions in Part 30 (Credit Accounts).

Show film on credit buying and lead class in a discussion of the key points.

Problems & Projects for Retailing: Principles and Practices by Ashmun and Ferguson (Gregg, 6th)

Film: "Consumer Skills: Buying on Credit" Indiana University A-V, #BSC-163

Retail Merchandising by Wingate and Samson (South-Western, 8th) pp.156-169

Credit and Collections
South-Western D.E. Series

Basic Retail Credit by D.E. Instructional Materials Lab, University of Texas

6. Knowledge of the concept of savings.

Explain benefits of savings to the individual and to those who use the money.

Show film to class and follow with a discussion of the key points relating them to the student's personal life.

Film: "Consumer Skills: Saving and Investing" Indiana University A-V Center, #BSC-165

Retail Merchandising by Wingate and Samson (South-Western, 8th) p. 117

Retailing Principles and Practices by Richert, Meyer, Haines, and Harris (Gregg, 6th) p. 413

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

7. Skill in calculating payroll checks and deductions.

Figure commissions with 100% accuracy.

Complete Lesson 8.

Verify students' actual payroll checks.

Calculate earnings for simulated store or school store staff.

Complete exercises in Chapter 8.

Materials from local banking institutions.

Business Principles and Management by Shilt, Everard, and Johns (South-Western, 6th) Chapter 17

Distributive Education Mathematics by Zuan (Conrad)

Retailing Principles and Practices by Richert, Meyer, Haines, and Harris (Gregg, 6th) Unit 1, Part 3

Mathematics in Marketing by Logan and Freeman (Gregg, 2nd)

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

IV. Social Skills

A. Business and Social Skills

1. Knowledge and attitude that an employee must be willing to accept and adjust to changes.

Given the appropriate information the student will be able to:

Daily demonstrate the ability and desire to accept and adjust to changes in his/her environment.

2. Skill in suggesting changes to management.

Suggest changes to an authority figure in a manner that will have a high probability of being accepted.

Complete Case Problems 1 & 2, p. 44.

Have students develop a list of time in their lives where they've had to adjust to change and make the best of the situation.

Have students read Future Shock.

LAP 14 (HR), Compt. 316.

LAP 15 (HR), Compt. 301.

Have students read the reference (or lecture over the material) and discuss "Twelve ways to win people to your way of thinking" and how these principles may be put to use in their D.E. activities.

Have students role play the suggesting of a change to a superior.

Personality Development by Russon (South-Western, 4th)

Future Shock by Alvin Toffler (Bantam Books)

How to Win Friends and Influence People by Dale Carnegie (Pocket Books) Part III

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

B. Human Relations

Given the appropriate information the student will be able to:

1. Knowledge of how to build sound working relationships in "forced" associations.

Synthesize techniques for building sound and harmonious relationships.

LAP 19 (HR), Compt. 269.

LAP 21 (HR), Compt. 313.

Complete exercises, Section 9.

How to Win Friends and Influence People by Carnegie (Pocket Books) Part II

My Job Manual by Bouchard (Conrad)

2. Knowledge of how to develop and maintain a pleasant working environment.

Demonstrate in daily activities the ability to work with others in a congenial and constructive manner.

Case situation #45.

LAP 39 (HR), Compt. 266.

LAP 35 (HR), Compt. 321.

Human Relation Cases by Cane1 (Ohio D.E. Materials Lab) p. 99

Ohio D.E. Materials Lab, #S14-E3

3. Skill in maintaining an objective point of view in problem situations.

Have students listen to or read presentations of two sides to an issue, identify main points, supporting points, and biases displayed.

Have the students participate in Human Relations Game.

Complete Case Situation #9.

Complete Chapter 2 exercises.

Human Relation Cases by Cane1 (Ohio D.E. Materials Lab) p. 22

Communications in Marketing by Rowe & Timerson (Gregg)

Demonstrate an objective point of view during problem situations throughout the school year.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

COMPETENCY OUTLINE	PERFORMANCE OBJECTIVE	LEARNING ACTIVITIES	REFERENCE MATERIAL
C. Ethics	Given the appropriate information the student will be able to:		
1. Knowledge, skills, and attitudes necessary to avoid making misrepresentations of people, products, and policies to others (Use honesty in dealing with others).	Rephrase statements of half truths into ethical statements. Exhibit ethical qualities in daily D.E. activities.	Read "Ethics in Selling" and answer the Problems 1 and 2, p. 540. LAP 24, Compt. 289. Complete exercise F, p. 87.	<u>Retailing Principles and Practices</u> by Richert, Meyer, Haines, & Harris (Gregg, 6th) <u>Salesmanship Fundamentals</u> by Ernest and Ashmun (Gregg, 4th) pp 76-79, 336-337 and 439-442 <u>Problems and Projects for Retailing Principles and Practices</u> by Ashmun & Ferguson (Gregg, 6th)
2. Knowledge that customers and fellow workers must be treated ethically.	Demonstrate the ability to distinguish ethical treatment from unethical treatment.	Have students develop a panel discussion on why customers should be treated ethically. Have each student write 5 unethical ways to treat a fellow worker. Role play various situations concerning ethical behavior.	<u>The Ethical Basis of Economic Freedom</u> by Ethics Resource Center <u>Some Views on the Issue of Business Ethics</u> by Ohio D.E. Materials Lab

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

V. Marketing & Distribution
in the EconomyA. American Business and
the Free Enterprise
System

1. Knowledge of the concept of sole proprietorship, partnership, corporations, and cooperatives.

Given the appropriate information the student will be able to:

Compare and contrast proprietorships, partnerships, and corporations.

2. Knowledge of the relationships among elements in the organization of a business, including management and labor.

Discuss the effects of organized labor on management.

Play "Corporate Decisions--An Interaction Game."

Complete Case Studies 5-1, 5-2, (p. 95).

Complete "Continuing Project"

Complete Marketing Project 3.

Have a small business owner talk to the class about his decision to select one of the three forms of ownership.

"Corporate Decisions--An Interaction Game" by Ohio D.E. Materials Lab

Business Principles and Management by Shilt, Everard, & Johns (South-Western, 10th) Chapters 4-5

Project Activity Guide for Marketing & Distribution by Mason, Rath & Ross (Gregg) p. 11

Your Career in Marketing by Beaumont, Langan, & Taylor (Gregg, 2nd) Part 16

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

B. The Functions of Marketing and Distribution

1. Knowledge of how utility adds value to goods and services.

Given the appropriate information the student will be able to:

Explain correctly how marketing creates utility.

List and explain correctly how form, place, time, and possession utility add value to goods and services.

LAP 3 (MKT & ECON).

Taking a product of students' choice, have students explain how the 4 utilities added value to the product.

Your Career in Marketing by Beaumont, Langan, and Taylor (Gregg, 2nd), p. 38

Marketing in Action by Warmke, Palmer, and Nolan (South-Western, 8th) Chapter 1, p. 5

Project Activity Guide for Marketing and Distribution by Mason, Rath, and Ross (Gregg, 2nd) p. 15

2. Knowledge of the competitive nature of marketing.

Explain correctly why businesses competing in the marketplace must achieve product quality and performance combined with reasonable price to be successful.

LAP 9 (MKT & ECON).

LAP 11 (MKT & ECON).

Complete "Learning Experiences" in Our Economic System.

Consult a local businessperson to determine the effects of foreign competition. Find out how he/she combats competition from foreign trade. Tape and report to class.

Have students make a list of foreign-made products they use.

Our Economic System, "Who Cheers When Products Work?" by Campbell (Sears) p. 26

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

3. Knowledge of the federal, state, and local regulations affecting competition.

Describe how the government controls monopolies, the functions of EPA and the Bureau Standards, and the meaning of fair trade laws and trademarks.

Play game having students guess various trademarks.

Business Principles and Management by Shilt, Everard, and Johns (South-Western, 6th) Chapter 30

Retail Merchandising by Wingate and Sampson (South-Western, 8th) Chapter 18a-c

Basic Retailing and Distribution by Levy, Feldman and Reich (Pitman) Unit 5

4. Knowledge of the factors influencing the future of marketing and distribution in the economy.

Explain correctly the effect of business cycles and fluctuations, government controls and regulations, and advanced technology on the future of marketing and distribution.

LAP 16 (MKT & ECON).

LAP 20 (MKT & ECON).

View American Enterprise Free-Loan Film Series.

Conduct "Learning Experiences: in Our Economic System."

View "Its A Capital Idea" filmstrip series (4).

Film: "Government" (Modern Talking Picture Service)

Our Economic System, "What Ever Happened to the Nickle Candy Bar?" & "You Pay for What You Get" by Campbell (Sears), pp. 24 & 46

"Its A Capital Idea" film by Walt Disney

5. Knowledge of the economic factors affecting employment in marketing & distribution.

Explain correctly the relationship between capital investment and employment.

Complete the "Learning Experiences" in Our Economic System.

Our Economic System, "More Jobs, There is a Way" by Campbell (Sears) p. 38

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

C. Fundamentals of the Channels of Distribution

1. Knowledge of the distribution process in marketing.

Given the appropriate information the student will be able to:

Correctly define channels of distribution.

Discuss correctly the role of distribution in the marketing process.

Compare and contrast correctly the differences in retailing, wholesaling, and agent middlemen.

Have students make a list of special programs in their community which exist to combat unemployment.

Have students write to Invest in America Council and NFIB for economic information on factors affecting unemployment.

LAP 18 (MKT & ECON).

Complete Project 14.

Complete "Things to Think About, To Do, & To Discuss".

Invest in America Council, National Federation of Independent Businesses

Marketing Principles, "Channels of Distribution" transparencies (Gregg)

The Economics of Marketing by Klaurens (Gregg) Chapter 10

Marketing & Distribution by Mason, Rath, & Ross (Gregg, 2nd) p. 162

Distribution & Distributive Careers by Grandfield & Gold (Fairchild) p. 27

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

2. Knowledge of the importance and functions of the channels.	Discuss correctly the services that middlemen perform and why these are important.	Complete "Things to Think About, To Do, & To Discuss"	<u>Distribution & Distributive Careers</u> by Grandfield & Gold (Fairchild) p. 40
3. Knowledge of direct and indirect channels of distribution.	Discuss correctly why some producers sell directly to consumers as opposed to those who use a series of middlemen.	Have students select a consumer product and then contrast the benefits of using direct and indirect channels of distribution for that product. Visit a Jr. Achievement Company and see how they get their product from producer to consumer. Complete activity "Things To Think About, To Do, and To Discuss".	<u>Marketing & Distribution</u> by Mason, Rath, Ross (Gregg, 2nd) p. 164 <u>Distribution & Distributive Careers</u> by Grandfield and Gold (Fairchild) p. 29
4. Knowledge of the process required to move products from producers to consumers.	List correctly the ways which products can be physically distributed from producer to consumer.	Visit a warehouse, airport transport center, or trucking terminal. Select a warehouse in your community and have students determine the services it offers and types of products it handles. Complete "Marketing Project" p. 330. View <u>DECA Supply Service</u> slide-tape presentation in distribution process.	<u>Materials Handling</u> by Tyler and Corenthal (Gregg) Unit 6 <u>Marketing and Distribution</u> by Mason, Rath, Ross (Gregg, 2nd) Unit 8 <u>DECA Supply Service</u> by DECA

MARKETING MANAGEMENT--D.E. V & VI

(LEVEL 3)

MARKETING MANAGEMENT

D.E. V & VI

Marketing Management (D.E. V & VI) - .5 unit of credit. Provides instruction in the scope and importance of Marketing Management, continuing career identification and development, and further integration of the Distributive Education Clubs of America (DECA) program of activities. Provides advanced instruction including real and/or simulated occupational experiences in the marketing functions to enable students to enter, continue and/or advance in a marketing and distributive occupation. Emphasis is placed on the complexities of marketing management, competency development in human relations, communications, mathematics, retail management, sales promotion, merchandising, operations, administration and supervision. This course should include real and/or simulated occupational experiences such as those available through the Distributive Education Clubs of America (DECA) program of activities. Cooperative on-the-job training may begin or continue during this course to provide real marketing occupational experience.

Course Goals for Marketing Management are:

1. Enable students to begin, continue, and/or advance in supervisory positions in marketing and distributive occupations.
2. Introduce students to the complexities of marketing management.
3. Further develop students' skills in the marketing, basic, social and economic competencies.
4. Enable students to engage in marketing research project(s).
5. Enable students to continue to participate in appropriate co-curricular DECA activities.
6. Enable students to assess their progress in reaching their career objectives.
7. Enable students to understand complex problems of marketing and distribution.
8. Enable students to know, interpret, demonstrate, and apply marketing competencies necessary in their selected career objectives.

MARKETING MANAGEMENT

D.E. V & VI

(LEVEL 3)

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COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

I. INTRODUCTION TO
DISTRIBUTIVE EDUCATION
V and VI.

Given the appropriate information and/or material, the student will be able to:

A. Scope and Importance of D. E. V and VI.

1. Knowledge of objectives for D. E. V and VI.

List the objectives of D. E. V and VI.

Teacher presentation of objectives followed by class discussion.

Course syllabus prepared by teacher.

2. Knowledge of D. E. V and VI classroom operations.

Explain the rules and procedure that will be followed in the class.

Have students put a bulletin board up describing rules and procedures of class.

Bulletin boards from the OHIO D. E. Materials Lab.

3. Knowledge of D. E. V and VI requirements.

Identify the course requirements.

Develop calendar for year setting up due dates for each requirement.

D. E. Calendar from the OHIO D. E. Materials Lab.

4. Knowledge of cooperative program/project plan operating procedures.

Describe the operating procedures and reporting system for cooperative program/project plan.

Review and complete training plans, agreements, and weekly wage reports. Organization and Administration of D. E. by Crawford and Meyer.

5. Attitude that distributive education is a sound program.

Explain why distributive education is important to them and how they will benefit from the program.

Students write in a class notebook or a journal or on a handout why D. E. is important to them and how they will benefit from the program.

"D. E.: The Choice is Yours" Film.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

B. Integrating DECA
into D. E. V and VI.

1. Attitude that integrating DECA into D. E. V and VI is necessary and desirable.

Join local chapter and participate as an officer or committee member.

Serve on committee responsible for organizing this year's chapter.

National DECA Handbook
Current school DECA Guide.

Class discussion concerning integrating DECA into the course.

"All About DECA" filmstrip series.

Have former students now successful who were active discuss with class advantages of DECA and how their participation helped them.

2. Skill in developing and carrying out a program of work.

Write a local chapter program of work that includes activities, goals, ways and means, accomplishments, budget, and calendar.

Class discussion concerning ideas for this year's chapter activities.

Developing a Program of Activities for Local DECA Chapters from the OHIO D. E. Materials Lab.

Divide chapter into committees responsible for planning appropriate activities.

National DECA Handbook.

3. Skill in informing the various publics of DECA chapter activities.

Design an individual plan that includes ways for informing family, friends, employers, and acquaintances about DECA.

Teacher presentation of past chapter activities dealing with informing the various publics about DECA.

Developing a Program of Activities for Local DECA Chapters from the OHIO D. E. Materials Lab.

National DECA Handbook.

Class discussion of appropriate individual and chapter communication activities.

Ideas for Local DECA Projects from the OHIO D. E. Materials Lab.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

4. Advanced knowledge of DECA competitive activities and their appropriateness in aiding the accomplishment of student goals.

Select appropriate DECA competitive event(s) and design an individual plan for preparation.

Attend Ball State University DECA Rodeo.

Read various competitive event explanations (National DECA Handbook).

Class discussion of competitive events with special reports from past participants.

National DECA Handbook.

Competency Based Competitive Events Handbook from National DECA.

"Follow Me Through the New Series Competency Based Events" filmstrip from National DECA.

5. Advanced skill in participating in DECA activities at the various levels.

Determine DECA activities and levels to participate in.

Attend and participate in DECA activities:

Local
District
State
Regional
National

National DECA Handbook.

Set personal goals for participation in DECA activities at the various levels.

6. Advanced skill in problem solving and leadership.

Efficiently provide alternate solution to a problem and explain which course of action would be most appropriate in accomplishing a goal.

Review procedures for problem solving through class discussion.

Solve case problems related to personal situations common to D. E. students.

DECA Leadership Simulation from the OHIO D. E. Materials Lab.

Leadership Training Guide for DECA Officers from the OHIO D. E. Materials Lab.

Display leadership skills commensurate with individual ability.

Conduct mini-leadership development lab (ask your district president to help you arrange this and conduct it).

LDI Materials.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

7. Advanced skill in parliamentary procedure. C. Continuing Career Development (option to use in spring, too).	Define parliamentary procedure terms. Effectively participate in a meeting using parliamentary procedure skills.	Role play a meeting using various parliamentary procedures. Small group practice demonstrations of parliamentary procedures.	<u>Leadership Training Guide for DECA Officers</u> from the OHIO D. E. Materials Lab. <u>Parliamentary Procedure</u> from the OHIO D. E. Materials Lab. <u>National DECA Handbook</u> pp. 65-68.
1. Advanced knowledge of marketing careers.	Explain career interest in terms of newly attained information. Compare and contrast career interest with a previously unfamiliar marketing career.	Continue investigation of current career interest. Interview three new people in current career interest field. Select an unfamiliar marketing career area and investigate it. Have program advisory committee present panel discussion concerning various marketing career opportunities.	Many of the materials listed for the first and second year will be appropriate for this section, too. Guidance Office Materials. <u>Occupational Outlook Handbook</u> from the U.S. Dept. of Labor. <u>Your Career in Marketing</u> by Beaumont, Langan, and Taylor. <u>Exploring Wholesaling and Retailing Careers</u> by Egglund.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

2. Advanced skill in planning and reviewing career plans.

Review career plans and determine if changes should be based upon new developments.

Class brainstorming session to develop list of situations that could cause a student to change career interest.

Survival in the World of Work from the OHIO D. E. Materials Lab, p. 3, "Life Style Questionnaire".

Using brainstorming list, students individually review themselves and career interests.

Values for Distributive Education from the OHIO D. E. Materials Lab, p. 36.

3. Advanced skill in changing career plans based upon self-evaluation and personal goals.

Conduct a self-evaluation to determine changed attitudes, values, and personal goals.

Small groups develop lists of "What I am looking for from my career."

Toward Matching Personal and Job Characteristics, U.S. Dept. of Labor.

Through class discussion, combine small group lists into class list. Students individually check items most important to them.

Values for Distributive Education, from the OHIO D. E. Materials Lab, pp. 25-35.

Individually compare important items with career to find matches and gaps. Make decision to continue career plans or change.

4. Attitude that chosen career is worthy and significant.

Discuss in positive way career interest.

Pair up students and explain to one another importance of their career interest. Rotate students through several pairs.

Explain the importance of career interest as a contributor to others and U.S. economy.

Select students to make oral presentation to younger students on their career interests.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

5. Advanced skill in writing application letters and resume.

Write an application letter and resume suitable for obtaining career interest employment.

Guest speaker to discuss what should be in letter and resume and how to write them. This could be someone from an employment agency or business person.

Retailing: Principles and Practices by Richert, Meyer, Haines & Harris, p. 10.

Marketing and Distribution by Mason, Rath, & Ross p. 524.

Retail Merchandising by Wingate & Samson, p. 604.

Survivor in World of Work from the OHIO D. E. Materials Lab.

Getting the Job by Lynch, (Gregg/McGraw-Hill).

Write application letter and resume, show it to businessperson, English teacher, etc. for feedback. Plan revisions and rewrite.

All of learning activities for C1-5 could be combined into a "D. E. V and VI Career Development Project."

II. SOCIAL SKILLS

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

A. Marketing Management Competency Development in Human Relations.

1. Working with others.

- a. Skill in working cooperatively with employers and supervisors.

- b. Skill in treating others as individuals.

Identify the needs and motivations of others in a work situation.

List suggestions for how to treat others as individuals.

Have students describe an incident in their lives where they were not treated as individuals. Discuss it.

Have students write case problems concerning understanding others based on personal experience. Role play to show proper way of handling. Complete exercises at end of Chapter 3, Working at Human Relations.

Use weekly training station reports to develop situations commonly encountered by D. E. students and discuss.

LAP 22, (HR), Comp. 283.

Class discussion concerning needs and motivations and how an understanding of them can lead to a pleasant and cooperative work environment.

Class discussion of importance of treating others as individuals and how to do this.

LAP 7, (HR), Comp. 268.

Working at Human Relations by Fruehling, (Gregg/McGraw-Hill), chapter 3.

Human Relations in Marketing by Hiserodt, (Gregg/McGraw-Hill).

Psychology and Human Relations in Marketing by Hiserodt, p. 13.

Retailing: Principles and Practices by Richert, Meyer, Haines & Harris, p. 199.

Employee Motivation from the OHIO D. E. Materials Lab.

Working at Human Relations by Fruehling, (Gregg, McGraw-Hill) Chapters 12 and 13.

Retailing: Principles and Practices by Richert, Meyer, Haines & Harris, p. 199.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

c. Skill in reinforcing positive behavior and providing constructive criticism.

Select appropriate means for recognizing the accomplishment of others.

Explain procedures to provide constructive criticism in a positive acceptable way.

LAP 63, (HR), Comp. 265.

Describe a real example that student has witnessed involving a reinforcing positive behavior and providing constructive criticism.

Modern Business Management by Hicks and Gullett, p. 162.

Retailing: Principles & Practices by Richert, Meyer, Haines & Harris, p. 347.

Class discussion on how to provide constructive criticism.
Compile a list of rules to follow.

d. Knowledge that to control grievances within the organization employees should be given timely information concerning policies & procedures.

Discuss the most common company policies and procedures that employees should be aware of.

Explain how a grievance could have been avoided if the employee had known about company policies and procedures.

LAP - (HR), Comp. 106.

LAP - (HR), Comp. 278.

LAP - (HR), Comp. 277.

Employed students serve on panel to discuss their company's policies and procedures.

Guest speaker to discuss management's side of policies and procedures.

Case Situation No. 54, Human Relations Cases.

LAP 40, (HR), Comp. 106.

LAP 45, (HR), Comp. 124.

Human Relations Cases from the OHIO D. E. Materials Lab.

Business Principles and Management by Shilt, Everard and Johns, p. 598.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

- e. Skill in displaying an appropriate sense of humor.

Describe appropriate sense of humor in a work situation.

Explain an example of an appropriate sense of humor.

Class discussion what an appropriate sense of humor is.

Small group discussions of personal examples (good & bad).

Retail Merchandising by Wingate and Samson, p. 143.

- f. Skill in demonstrating good work habits.

List good work habits that a supervisor should show.

Discuss how a supervisor can display these good work habits.

Construct list of good work habits.

Write what each of these good work habits means to students.

Do case situation No. 47, Human Relations Cases.

Human Relations Cases from the OHIO D. E. Materials Lab.

Human Relations Cases from the OHIO D. E. Materials Lab.

- g. Skill in maintaining appearance & health.

Match appropriate appearance (grooming and dress) with occupation.

Describe the appropriate appearance for chosen career interest.

Explain appropriate personal habits necessary to maintain health.

LAP 3, (HR), Comp. 263.

LAP 4, (HR), Comp. 285.

LAP 27, (HR), Comp. 319.

Make a list of personal current health practices that are good and those that could use improvements.

Class discussion concerning appropriate appearance. Have students describe examples for their career interest area.

Retailing: Principles and Practices by Richert, Meyer, Haines & Harris, p. 373.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

h. Skill in demonstrating appropriate ethics.	Define ethics as they apply to the world of work. Write a code of ethics appropriate for their career interest area.	Guest speaker or panel of business people to discuss ethics in business. Class discussion concerning ethics. Students write a code of ethics appropriate for their career interest area. Case problems concerning making ethical decisions.	<u>Retailing: Principles and Practices</u> by Richert, Meyer, Haines, & Harris, p. 385. <u>Modern Business Management</u> by Hicks and Gullett, pp. 403-404. <u>Business Principles and Management</u> by Shilt, Everard, and Johns, p. 33. <u>Basic Retailing and Distribution</u> by Reich, Levy, and Feldman, p. 218-220.
1. Skill in being sensitive to the needs of other individuals.	Appraise the needs of individuals. Explain how the needs of other individuals can be met.	LAP 7, (HR), Comp. 268. LAP 22, (HR), Comp. 283. LAP 29, (HR), Comp. 288. Students write down one personal example when they were sensitive to the needs of another person. Compile the best of these examples for a class discussion.	Same References as II A 1.a.
2. Employee Morale and Motivation.		LAP 50, (HR), Comp. 270. LAP 51, (HR), Comp. 314.	<u>Human Relations Cases</u> from the OHIO D. E. Materials Lab.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

- a. Knowledge of appropriate leadership styles needed to motivate others.

Describe the different leadership styles.

Match the leadership styles with the types of people they are appropriate for.

Class discussion of various leadership styles.

Small groups assigned a leadership style to determine who it is appropriate for and role play an example.

Case situation No. 47, Human Relations Cases.

Business Principles and Management by Shilt, Everard, and Johns, p. 594.

- b. Knowledge of the factors which appear to affect employee morale.

List the factors that appear to affect employee morale.

LAP 33, (HR), Comp. 262.

LAP 37, (HR), Comp. 311.

LAP 38, (HR), Comp. 264.

Students list factors that affect their morale at school.

Through class discussion, apply these factors to a work situation.

Working students explain the factors that affect their morale on-the-job.

Case situation No. 50, Human Relations Cases.

Employee Motivation from the OHIO D. E. Materials Lab, pp. 20-40.

Human Relations Cases from the OHIO D. E. Materials Lab.

Business Principles and Management by Shilt, Everard, and Johns, p. 594.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

c. Knowledge of the needs, desires, and goals of employees with varying social and cultural backgrounds.

Describe the needs, desires, and goals of employees with varying social and cultural backgrounds.

Students made a list of their needs, desires, and goals related to employment.

Small groups using the student's lists develop a list for the various types of employees assigned. Representatives of various groups serve on panel to discuss needs, desires, and goals.

Complete activities at end of Chapters 12, 13, and 14, Working at Human Relations.

Modern Business Management by Hicks and Gullett, p. 155.

Working at Human Relations by Fruehling, chapters 12, 13, 14.

d. Knowledge of how to build morale in employees.

Discuss methods for building employee morale.

LAP 37, (HR), Comp. 311.

LAP 38, (HR), Comp. 264.

Apply methods for building employee morale to particular situations.

Survey members of the advisory committee or other business people as to the methods they use to build employee morale.

Case situation No. 13, Human Relations Cases.

Human Relations Cases from the OHIO D. E. Materials Lab.

Modern Business Management by Hicks and Gullett, p. 155.

Psychology, Human Relations and Motivation by Laird, Laird, Freuhling, and Swift, (McGraw-Hill).

e. Knowledge of how to motivate others for their best performance.

Describe the techniques that a supervisor can use to motivate others to do their best.

LAP 47, (HR), Comp. 47.

Class discussion concerning what motivates students to do their best. Apply these motivations to the work situations.

Modern Business Management by Hicks and Gullett, p. 155.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

III. BASIC SKILLS

A. Marketing Management Competency Development in Communications.

1. Written Communication.

a. Skill in composing and completing correspondence, reports, forms, and notes.

Determine the most effective form of written communication to use in various situations.

Write interoffice memorandums.

Write weekly activity reports.

Write quarterly management reports.

Write business reports.

Class discussion of use of written communications in marketing.

Display of various types of written communication devices.

Given case problems, write a memo weekly activity report and quarterly management report for a business situation.

Select an appropriate topic and write a business report.

Students investigate types of reports written in career interest area.

LAP 27, (COMM.), Comp. 094.

LAP 28, (COMM.), Comp. 095 & 133.

LAP 29, (COMM.), Comp. 125 & 126.

LAP 31, (COMM.), Comp. 129.

Communications in Marketing by Rowe and Timerson (Gregg/McGraw-Hill).

Communications in Marketing from the OHIO D. E. Materials Lab.

Report Writing for Business by Lesikar.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

b. Skill in writing purchase orders legibly so that errors in quantities shipping, pricing information, etc. can be eliminated.	List the information usually provided on a purchase order. Write purchase orders legibly and correctly.	Teacher presentation with example or overhead transparencies of purchase order and what information they contain. Practice problems--writing purchase orders. Class discussion of ramifications of illegibly and incorrectly written purchase orders. LAP 29, (COMM.), Comp. 126.	<u>Retailing: Principles and Practices</u> by Richert, Meyer, Haines, and Harris, p. 590. <u>Basic Retailing and Distribution</u> by Reich, Levy, and Feldman, p. 128. <u>Retail Merchandising</u> by Wingate and Samson, p. 266. <u>Business Principles and Management</u> by Shilt, Everard, and Johns, p. 590. <u>Buying and Pricing</u> by Dorr, Richert, Meyer, and Haines, p. 49.
2. Verbal Communications	a. Skill in listening attentively to customers, employees, and supervisors.	Describe the four steps to good listening. Listen to at least five instructions from a supervisor and follow them accordingly. LAP 24, (COMM.), Comp. 119. LAP 26, (COMM.), Comp. 157. Practice four steps to good listening in small groups. Using four steps in role playing situation, practice listening to customers, employers.	<u>Communications in Marketing</u> by Rowe and Timerson. <u>Communications at Work</u> by Weagraff, (Gregg/McGraw-Hill).

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

b. Skill in communicating verbally with customers, employees, and supervisors.

Explain basic rules for effective verbal communications.

Verbally communicate messages to customers, employees, and supervisors.

Class discussion of basic rules for effective verbal communications.

LAP 37, (COMM.), Comp. 096 & 127.

Practice communicating verbally to role playing customers, employees, and supervisors. Tape record and critique.

Communications in Marketing by Rowe and Timerson.

Communications at Work by Weagraff, (McGraw-Hill).

c. Knowledge of how to communicate with others to motivate them to work willingly.

List techniques concerning how to communicate with others in order to motivate them to work willingly.

LAP 37, (COMM.), Comp. 097.

Class discussion of role of supervisor in motivating employees to work willingly.

Students list what motivates them to work willingly.

Role play communications situations.

Employee Motivation from the OHIO D. E. Materials Lab.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

B. Marketing Management Competency Development in Mathematics.

1. Math Skills.

- a. Skill in using calculating equipment to perform math computations.

Perform marketing mathematics problems on calculating equipment. (May use personal pocket calculators or business department equipment.)

Practice various routine problems.

Apply routine functions to marketing math problems.

Calculating Machine Operating Instructions Booklet.

Mathematics in Marketing by Logan and Freeman.

- b. Skill in converting American standard measurements to metric measurements.

Convert American standard measurement to metric measurements.

Teacher presentation of metric measurements.

Students investigate use of metrics in career interest area.

Practice metric conversion problems: include problems related to students' career interest areas.

A Look at Metrics in Distributive Education from the OHIO D. E. Materials Lab.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

- c. Skill in necessary banking functions, such as depositing funds and endorsing checks, etc.

Explain bank deposit procedure.

LAP 4, (MATH), Comp. 355.

- d. Skill in balancing cash and totaling sales for the department and/or cash register at the end of the day.

Balance cash and total sales for the department and/or cash register at the end of the day.

Practice problems balancing cash and totaling sales.

LAP 17, (MATH), Comp. 361.

Experienced students may help others.

Mathematics in Marketing by Logan and Freeman, p. 45.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

IV. MARKETING

A. Introduction to Marketing Management

1. Functions of Marketing Management

- a. Skill in determining objectives and planning to accomplish objectives.

Explain typical types of marketing objectives.

Differentiate between strategy and tactics.

Determine appropriate objectives and plan strategy and tactics for accomplishing them.

Class discussion of importance of setting objectives, typical types of marketing objectives, and steps in planning.

Guest speaker or panel of business people discuss objectives and planning in their business.

Divide class in small groups to represent a marketing management team. Have teams set objectives and plan for a retail department in a fictitious store.

Complete marketing project 39 Marketing and Distribution, pp. 467-468.

Business Principles and Management by Shilt, Everard, and Johns, p. 573

Modern Business Management by Hicks and Gullett, p. 109

Retail Merchandising by Wingate and Samson, p. 533

Marketing and Distribution by Mason, Rath, and Ross, p. 460

Marketing in Action by Warmke, Palmer, and Nolan, p. 374

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

b. Skill in organizing materials, resources, and personnel in order to successfully carry out plans.	Describe tools used to organize materials, resources, and personnel. Explain the typical types of materials and other resources used by a marketing manager. Organize the materials, resources, and personnel necessary to carry out a marketing plan.	Class discussion of organizing tools, budgets, schedules, policies, and procedures. Small groups plan a budget for the fictitious retail department mentioned above. Students plan a work schedule for the employees of a business department.	<u>Marketing in Action</u> by Warmke, Palmer, and Nolan, p. 401 <u>Business Principles and Management</u> by Shilt, Everard, and Johns, p. 578
c. Skill in directing operations and supervising and motivating people in order to successfully carry out plans.	Discuss methods for supervising and motivating employees to carry out plans successfully. Direct operations including supervising and motivating employees to successfully carry out plans.	Class discussion of methods for directing, supervising, and motivating employees. Case problem analysis including selection of methods to direct, supervise, and motivate. Small group role playing of case problem situation. LAP 14 (MGT), Comp. 782.	<u>Marketing in Action</u> by Warmke, Palmer, and Nolan, p. 401 <u>Business Principles and Management</u> by Shilt, Everard, and Johns, Chapter 29
d. Skill in evaluating/assessing the degree of achievement of objectives.	Explain procedures for evaluation/assessing achievement of objectives. Evaluate the degree of achievement of objectives.	Class discussion of procedures for evaluating/assessing achievement of objectives. Case problem analysis including evaluating/assessing the degree of achievement of objectives. Small group role playing of case problem situation.	<u>Modern Business Management</u> by Hicks and Gullett, p. 117

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

2. Use of Marketing Research in Management Process

- a. Knowledge that management requires accurate information for decision-making & problem-solving purposes.

List typical business situations that require accurate information for decision-making and problem-solving situations.

Justify the use of marketing research as a means for providing accurate information for decision-making and problem-solving situations.

Class discussion concerning business situations that require accurate information for making decisions and solving problems.

Survey business people to find typical situations where they could use marketing research information.

Use guest speaker or panel to discuss use of marketing research in business.

Case examples illustrating what happens when inaccurate information is used to make decisions.

Review a DECA studies in marketing manual to see how marketing research information can be used.

Retailing: Principles and Practices by Richert, Meyer, Haines, and Harris, p. 355

Marketing and Distribution by Mason, Rath, and Ross, p. 236

Modern Business Management by Hicks and Gullett, p. 316

Marketing in Action by Warmke, Palmer, and Nolan, p. 216

Business Principles and Management by Hicks and Gullett, p. 493

Marketing Research by Harris

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

b. Attitude that marketing research is a desirable means by which management can gather accurate market data.

Explain the value of marketing research in gathering accurate information.

Choose to complete a marketing research project individually or with a small group.

Small group discussions to determine advantage of using marketing research information.

Role playing of management team trying to decide on whether to use marketing research or opinion for solving a problem.

Survey business people to find out how many would use marketing research information over management intuition.

Marketing Research by Harris, p. 35

Business Principles and Management by Shilt, Everard, and Johns, p. 495

Marketing in Action by Warmke, Palmer and Nolan, p. 217

Marketing and Distribution by Mason, Rath, and Ross, p. 238

Retailing: Principles and Practices by Richert, Meyer, Haines, and Harris, p. 355

c. Knowledge of the steps involved in conducting a marketing research project.

List the steps involved in conducting a marketing research project.

Teacher presentation of steps involved in conducting a marketing research project.

Class discussion of steps applying them to an example of a marketing research project.

Provide small groups with a copy of a marketing research project (DECA studies in marketing manual) and ask them to identify the steps.

Retailing: Principles and Practices by Richert, Meyer, Haines, and Harris, p. 356

Marketing and Distribution by Mason, Rath, and Ross, p. 241

Marketing in Action by Warmke, Palmer, and Nolan, p. 220

Business Principles and Management by Shilt, Everard, and Johns, p. 495

Marketing Research by Harris, p. 35

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

d. Skill in identifying a marketing research problem.

Identify typical types of marketing research problems.

Write a clear and definite statement of the problem for a marketing research project.

List the questions that must be answered to solve this marketing research problem.

Class discussion of various typical marketing research problems.

Small group brainstorming of other marketing research problems.

Survey employers, advisory committee members and other business people to identify marketing research problems.

Students write marketing research problem of interest. Work in small groups to critique and further define the problem.

Marketing Research by Harris, p. 85

Business Principles and Management by Shilt, Everard, and Johns, p. 495

Marketing in Action by Warmke, Palmer, and Nolan, p. 232

Marketing and Distribution by Mason, Rath, and Ross, p. 241

e. Skill in planning and organizing a marketing research project.

Develop a calendar that includes all the activities that must be completed to finish a marketing research project.

Plan data-gathering procedures.

Develop data-gathering instrument.

Draw appropriate sample.

Class discussion of steps must be planned and organized to conduct a marketing research project.

Individually and as a class, read and discuss data-gathering procedures, instruments, and sample selection.

Review completed marketing research projects for procedures, instruments, and samples.

As individual or member of a group, plan data-gathering procedures, instruments, and select sample for a marketing research project.

Marketing and Distribution by Mason, Rath, and Ross, p. 242

Marketing in Action by Warmke, Palmer, and Nolan, p. 231

Business Principles and Management by Shilt, Everard, and Johns, p. 495

Marketing Research by Harris, p. 97

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

f. Skill in conducting and reporting of a marketing research project.	Carry out marketing research project and gather data. Tabulate and analyze data. Draw conclusions and make recommendations based on the data. Write report of marketing research project.	As individual or member of group, carry out marketing research project and gather data. Class discussion on procedures for tabulating and analyzing the data, drawing conclusion, making recommendations, and writing the final report. Review completed projects. Tabulate and analyze data. Draw conclusions and make recommendations. Write final report. Present final report to interested parties.	<u>Marketing in Action</u> by Warmke, Palmer, and Nolan, p. 231 <u>Marketing Research</u> by Harris, p. 97
B. Marketing Management Competency Development in Sales Promotion 1. Overall Sales Promotion Planning a. Knowledge of various target markets.	Define target market. List the target market for a specific business' sales promotion and advertising.	Class discussion of various target markets. Interview various retail outlets in a shopping area to determine their target markets. For other selected businesses in small group discussion, determine their target markets.	<u>Marketing and Distribution</u> by Mason, Rath, and Ross, Part 6 <u>Marketing in Action</u> by Warmke, Palmer, and Nolan, Chapter 17

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

b. Knowledge of various promotional objectives.

Define promotional objective.

List various promotional objectives.

Explain the promotional objectives of a specific sales promotion and advertising campaign.

Individually or in a small group, select a real or hypothetical business and describe its target market(s). Write up as a part of on-going unit project.

Class discussion of various promotional objectives.

Discuss promotional objectives with business people responsible for sales promotion and advertising.

Collect various ads for a business and analyze what their promotional objectives might be.

For the real or hypothetical business, describe the promotional objectives appropriate for a sales promotion and advertising campaign. Write up as part of on-going unit project.

Marketing in Action by Warmke, Palmer, and Nolan, p. 241

Business Principles and Management by Shilt, Everard, and Johns, p. 173

Retail Merchandising by Wingate and Samson, p. 405

Basic Retailing and Distribution by Reich, Levy, and Feldman, p. 299

Retailing: Principles and Practices by Richert, Meyer Haines, and Harris, p. 143

c. Skill in making comparison and analyzing competitor's promotional activities and prices.

List factors that should be compared and analyzed concerning a competitor's promotional activities and prices.

Explain why making comparisons and analyzing competitor's promotional activities and prices is important.

Class discussion of factors to be compared and analyzed.

Guest speaker to explain what his/her company looks for when making comparisons for analyzing competitor's promotional activities and prices.

Business Principles and Management by Shilt, Everard, and Johns, p. 185

Advertising and Displaying Merchandise by Samson, p. 8

Marketing and Distribution by Mason, Rath, and Ross, p. 423

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

	Compare and analyze a competitor's promotional activities and prices.	For the real or hypothetical business, compare and analyze a competitor's promotional activities and prices. Write up as part of on-going unit project.	
d. Skill in planning promotional and institutional advertising.	Plan promotional schedule for a real or hypothetical business. Write it up as a part of on-going unit project.	LAP 2 (ADV) Comp. 004, 050, and 062. LAP 8 (ADV) Comp. 047. Class discussion of planning promotion schedule. Look over a real promotion schedule. As a case problem, plan a promotion schedule.	<u>Business Principles and Management</u> by Shilt, Everard, and Johns, p. 186
e. Knowledge of when to use promotional and institutional advertising.	Describe when it is appropriate to use promotional advertising and institutional advertising. Plan promotional and institutional advertising as part of overall advertising schedule for real or hypothetical business.	Class discussion of when to use promotional and institutional advertising. Review copies of promotional and institutional ads and determine why used when used. For real or hypothetical business, determine when to use promotional and institutional advertising as a part of the overall advertising schedule. Write up for on-going unit project.	<u>Business Principles and Management</u> by Shilt, Everard, and Johns, p. 186 <u>Retail Merchandising</u> by Wingate and Samson, p. 410 <u>Advertising and Displaying Merchandise</u> by Samson, p. 13

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

f. Skill in keeping personnel informed of sales promotion activities within the retail business.

Explain methods for keeping personnel informed of sales promotion activities.

Describe how to keep the personnel of a real or hypothetical business informed of sales promotion activities.

LAP 7 (ADV) Comp. 038

Class discussion of methods for keeping personnel informed.

Employed students report on how they are kept informed.

For real or hypothetical business, determine methods to be used to keep personnel informed of sales promotion activities. Write up for on-going unit project.

g. Knowledge of the amount of merchandise needed to back up promotion.

Discuss the factors that determine the amount of merchandise needed to back up a promotion.

Determine the amount of merchandise needed to back up a promotion planned for a real or hypothetical business.

LAP 2 (ADV) Comp. 063 and 014.

Discuss the factors that help determine the amount of merchandise needed to back up a promotion.

Survey business and see if they have any "rules of thumb."

For real or hypothetical business, calculate the amount of merchandise needed to back up the planned promotion. Write up for on-going unit project.

Retail Merchandising by Wingate and Samson, p. 418

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

h. Knowledge of how to select merchandise that is seasonal, timely, and in keeping with the objectives of the firm.

Explain how to select merchandise that is seasonal, timely, and in keeping with the objectives of the firm.

Select merchandise that is seasonal, timely, and in keeping with the promotional objectives of a real or hypothetical business.

LAP 2 (ADV), Comp. 045.

Class discussion on how to select appropriate merchandise for promotion.

For real or hypothetical business, select merchandise that is seasonal, timely, and in keeping with the promotional objectives of the firm. Write it up for on-going project.

Review recent promotions and merchandise used by local businesses.

Retail Merchandising by Wingate and Samson, p. 418

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

2. Budgeting for Sales Promotion

- a. Knowledge of costs of promotions for various media and methods, such as advertising, display, special promotions, etc.

Explain the costs of promotions for various media.

Plan a sales promotion budget.

LAP 3 (ADV), Comp. 002.

Class discussion of costs of promotion for various media and methods.

Have representatives of local newspaper(s), ad agencies, etc. serve on panel to discuss costs.

Examine ads and other promotions of local businesses and calculate their costs. Verify if possible.

For promotion planned in previous unit, calculate a budget.

Marketing and Distribution by Mason, Rath, and Ross, p. 361

Business Principles and Management by Shilt, Everard, and Johns, p. 185

Retail Merchandising by Wingate and Samson, p. 416

Advertising and Displaying Merchandise by Samson, p. 15

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

b. Knowledge that the firm may receive advertising allowance from vendors and manufacturers.	Differentiate between an advertising allowance and cooperative advertising.	Class discussion of advertising help available from vendors.	<u>Marketing in Action</u> by Warmke, Palmer & Nolan p. 336
c. Skill in preparing a sales promotion budget.	Prepare a sales promotion budget that utilizes one accepted method.	Working students report on advertising allowances used by employer. Have a salesman representing a vendor explain their advertising allowances.	<u>Business Principles and Management</u> by Shilt, Everard & Johns, p. 179, 181
		Class discussion of three methods of budgeting.	<u>Advertising and Displaying Merchandise</u> by Samson p. 15
		Play game of "Hollywood Squares" using questions about budgeting.	<u>Retail Merchandising</u> by Wingate & Samson p. 417
		Do projects 9 and 10 pp. 113-118 in <u>Advertising and Displaying Merchandise</u> .	
3. Selecting Appropriate Media and/or Method		LAP 8 (ADV), Comp. 010 & 047.	
a. Skill in determining appropriate media for advertisement.	Select appropriate advertising media for specific promotional objectives.	Have students bring in various types of advertising and promotional items and discuss appropriate use.	<u>Marketing in Action</u> by Warmke, Palmer and Nolan p. 306
	Describe relative strengths and weaknesses of various advertising media.	Do problems and projects, p. 321 <u>Marketing in Action</u> . LAP 3 (ADV), Comp. 051.	

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

- b. Knowledge of when to use special promotions such as coupons, free merchandise, etc.

Describe when to use special promotions.

Explain purposes of special promotional devices.

- c. Knowledge that local advertising must be coordinated with chain, regional, or national advertising.

Discuss how local advertising must be coordinated with chain, regional, or national advertising.

Give an example of how a local firm coordinates its advertising with its chain's advertising.

LAP 4 (ADV), Comp. 057.

Have students make a list of products, then in small groups have them determine most appropriate media for promoting. Discuss why.

Class discussion of various special promotions.

Have students bring in evidence, i.e. ads, coupons, etc., of special promotions. Break into small groups, compile special promotions and discuss why used.

Interview local retailer to determine why and when they use special promotions.

LAP 3 (ADV), Compts. 076 and 077.

Interview local retailers to determine how they coordinate their advertising with their chain's.

Have working students report on how their employer's coordinate their advertising.

Have students watch for national T.V. advertising that is being advertised locally. Student could compile a list of examples.

Retail Merchandising by Wingate & Samson p. 410

Business Principles and Management by Shilt, Everard & Johns p. 174

Retail Merchandising by Wingate and Samson pp. 325-414

Marketing in Action by Warmke, Palmer and Nolan p. 334

Marketing and Distribution by Mason, Rath and Ross p. 374

Marketing and Distribution by Mason, Rath and Ross p. 354

Business Principles and Management by Shilt, Everard & Johns p. 181

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

- d. Knowledge of the various methods which can be used to inform customers of special events.

4. Developing Advertisements for the Various Media

- a. Knowledge that one must consult with an appropriate person and collect appropriate information prior to preparing advertising copy.

List various methods for informing customers of special events.

List people that should be consulted prior to preparing ad copy.

LAP 14 (ADV), Comp. 052.
LAP 7 (ADV), Comp. 048.
LAP 3 (ADV), Comp. 009.

Class discussion of various methods. Have students give examples of those they have seen.

Divide into small groups, have them develop a plan of informing their customers of a special "midnight" sale of Halloween items.

Design a special name tag, PA announcement, or store sign that could be used for above-mentioned sale.

Have an ad salesperson from the local newspaper describe the services they provide.

Have class discussion concerning the information available from labels, tags, salespeople, etc., that can be used to prepare ad copy.

Have retail ad person audio tape steps she or he goes through prior to preparing copy. Teacher or working student could tape.

Marketing in Action by Warmke, Palmer and Nolan, p. 286

Marketing in Action by Warmke, Palmer, and Nolan, p. 340

Marketing in Action by Warmke, Palmer and Nolan, pp. 298-303

Retail Merchandising by Wingate and Samson, pp. 424-430

Retailing: Principles and Practices, Part 52

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

- b. Skill in designing advertising copy and layout for various printed media.
- Describe a good printed media ad.
- Prepare an ad layout for newspaper.

Prepare an ad layout for magazine

- c. Skill in proofreading advertisements for corrections, deletions, and additions.
- Proofread ads and find any errors or omissions.

- d. Skill in developing advertisements for radio and/or television.
- Describe what makes a good radio and television ad.
- Prepare a radio ad.
- Prepare a television ad.

Have students bring in various newspaper and magazine ads. Discuss strengths and weaknesses.

Have students individually or in pairs design a newspaper and magazine ad. Use evaluation sheet for DECA ad layout event.

Bring in ad layout person from business to work with students designing ads.

LAP 6 (ADV), Comp. 056 and 055.

LAP 5 (ADV), Comp. 005 and 049

Obtain old ad layouts from local newspaper that have mistakes. Have students proofread ads to find mistakes.

Give students fact sheet and have them purposefully make mistakes in an ad. Exchange and find mistakes.

Have time salesperson from local radio/T.V. station explain how they prepare ads.

Class discussion of elements of good radio and T.V. ads.

Divide class into teams. Have them describe their favorite radio and T.V. ads and what makes them effective.

Retailing: Principles and Practices, Part 52

Retail Merchandising by Wingate & Samson p. 424

Advertising and Displaying Merchandise by Samson p. 23

Retail Merchandising by Wingate and Samson, p. 424

Advertising and Displaying Merchandise by Samson, p. 23

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

5. Evaluating the Effectiveness of Sales Promotion

- a. Knowledge of how to evaluate the effectiveness of the advertising program in terms of objectives and increased sales.

Describe the procedures for evaluating the effectiveness of the advertising program.

Evaluate an advertising program using appropriate procedures.

- b. Knowledge of how to evaluate effectiveness of specific advertisements.

Describe criteria for evaluating ads.

Evaluate an ad using appropriate criteria.

Have student teams prepare a radio ad and tape record it. Then have teams prepare a T. V. ad and video-tape it. Teams can then replay and evaluate.

LAP 6 (ADV), Comp. 055 & 056.

Invite a local businessperson to discuss with class how he/she evaluates effectiveness of their ad program.

LAP 14 (ADV), Comp. 040 & 020.

Class discussion of criteria for evaluating effectiveness of ads.

Do mini-marketing research project. Survey effectiveness of a firm's advertising. See LAP 14 (ADV), Comp. 046.

Do exercises at end of Chap. 9, Advertising OM/PM #7.

Advertising by Antrim OM/PM #7 Gregg, Chapter 9

Retail Merchandising by Wingate & Samson p. 406

Advertising Layout: Putting It Together, Ohio DE Materials Lab, pp. 38 and 51

Advertising by Antrim OM/PM #7 Gregg, Chapter 9

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

6. Using Displays

- a. Skill in determining whether and when to use displays.

Discuss the purposes of using displays.

Given a case determine when to use a display and the appropriate type.

Class discussion of the purposes of display.

Have students visit local retailers to view displays. Students write a report of why they believe the displays viewed were used.

Have working students review their business and make suggestions concerning new displays to their employers.

Have local display worker speak to class on the topic, "When to use Display."

Display and Promotion by Smith p. 15

Advertising and Displaying Merchandise by Samson p. 4

Marketing and Distribution by Mason, Rath and Ross p. 383

Basic Retailing and Distribution by Reich, Levy, and Feldman p. 286

Retailing: Principles and Practices by Richert, Haines & Harris p. 153

Marketing in Action by Warmke, Palmer and Nolan p. 345

Retail Merchandising by Wingate & Samson p. 438

Marketing and Distribution by Mason, Rath, and Ross p. 385

Display and Promotion by Smith, OM/PM #8.

- b. Knowledge of how to obtain information and materials for displays from suppliers.

Describe the types of information and display material typically available from suppliers, vendors, etc.

Explain how this information and display material is usually obtained.

Have working students bring in supplier display materials that have been used. Discuss how they were obtained.

Visit a retail store and note all supplier displays. Talk with manager. Write a report.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

		Obtain the names and addresses of various suppliers (from a local retailer). Divide students into teams and have them write letters asking about display material available. (DISP) LAP 4, Comp. 257. (DISP) LAP 13, Comp. 188. (DISP) LAP 26, Comp. 221.	<u>Marketing in Action</u> by: Warmke, Palmer, and Nolan, p. 349
c. Knowledge of evaluating the effectiveness of displays by analyzing sales results with regard to the purposes of the display.	Discuss evaluating the effectiveness of displays by analyzing sales. Evaluate the effectiveness of a display using sales results as a basis.	Class discussion of evaluating display effectiveness. Build a display (school store, on-the-job, etc.) and evaluate effectiveness. Have students interview display manager concerning evaluating display effectiveness. Write a report.	<u>Display and Promotion</u>, Smith, p. 34 <u>Retail Merchandising</u>, Wingate and Samson, p. 466
d. Skill in scheduling and featuring merchandise in displays at the same time it is being advertised.	Given an ad describe the type of display that would be appropriate for it. Make a schedule for displays that will match a series of newspaper ads to be purchased.	Have students clip out newspaper ads. Then visit stores to see if matching displays are being used. Give student ads from the newspaper and have them design an appropriate matching display-could do in small groups or teams. For school store build a display to match student newspaper ad or PA announcement. (DISP) LAP 20, Comp. 210.	<u>Retail Merchandising</u>, Wingate and Samson, p. 463 <u>Display and Promotion</u>, Smith, p. 29 <u>Advertising and Displaying Merchandise</u>, Samson, p. 2

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

C. Marketing Management Competency Development in Merchandising 1. Forecasting Trends and Developments a. Knowledge of trends and developments in merchandising and retailing. b. Knowledge of economic forecast indicators such as local employment conditions, inflation, union strikes, etc.	Identify various current merchandising/retailing trends and developments. Describe local situations that are affecting economic conditions of the community.	Class brainstorming session of current trends and developments. Divide into groups to verify by interviewing local retailers. Make oral report. Collect back issues of trade journals from local retailers. Have students read to locate trends. Write a report on one. Have panel of local business people discuss trends. Have working students visit with employer about current trends. Write a report or make oral presentation (could be for benefit of non-working students). LAP 58 (MERCH), Comp. 435. Class discussion of factors affecting community economy. Have students bring in articles from the local newspaper that relate to economic conditions. Have representatives from local Chamber of Commerce discuss economic forecast for your community.	<u>Retailing: Principles and Practices, Unit 20</u> Use local economic information from Employment Security Division, Chamber of Commerce, Retail Merchants Association, etc.
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COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

- c. Skill in estimating customer demand based on analysis of past sales, forecast of future sales, special promotional activities, seasonal purchases for related items, etc.

Identify sources of information that can be used to estimate customer demand.

Estimate customer demand for a product based on appropriate information.

LAP 57 (MERCH), Comp. 410.

Have working students interview employer concerning economic indicators that he or she watches closely.

Class discussion of various factors affecting customer demand.

Have students review trade journals for articles dealing with forecasting customer demand/new products, etc. Write a report/make oral report.

In school store organize teams and have estimate customer demand for certain products.

LAP 7 (MERCH), Comp. 488.

LAP 11 (MERCH), Comp. 452.

Retailing: Principles and Practices, Part 68

Retail Merchandising, Wingate and Nolan, Chapter 6

Basic Retailing and Distribution, Reich, Levy, and Feldman, Chapter 14

2. Functions of Buying

- a. Skill in obtaining market, merchandising, product, and consumer information from suppliers.

Determine types of information that a supplier may provide.

Formulate a list of questions that a supplier's sales person should answer for you.

Have a buyer discuss with the class the types of information that he or she requests from a supplier.

With a school store have students prepare list of questions for salesperson that calls on teacher.

Retail Merchandising, Wingate and Samson, p. 189

Basic Retailing & Distribution, Reich, Levy, and Feldman, p. 121

Retailing: Principles and Practices, Richert, Meyer, Haines, and Harris, p. 576

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

b. Skill in determining necessary maximum and minimum quantities for basic stock and sale items to assure depth and assortment of stock.

Discuss factors that affect determining maximum and minimum quantities.

Calculate stock turnover.

c. Knowledge of suppliers for various items by comparing costs of different suppliers and comparing quality.

Identify factors to consider when comparing various suppliers.

Given a case problem, compare various suppliers and select best source.

Divide students into teams or pairs and write letters to suppliers (could be fund raisers) to request various types of information.

Teacher presentation of material collected from Sales Project companies related to various kinds of product, market, and consumer information.

Have local retailer or buyer discuss determining maximums and minimums.

In school store determine maximum and minimum quantities for basic stock and sale items.

Do "Sharpen Your Outlook" p. 93, Buying and Pricing.

LAP 16 (MERCH), Comp. 462.
LAP 9 (MERCH), Comp. 431.

Class discussion on comparing various suppliers.

Do case problem Unit 23, p. 592
Retailing: Principles and Practices.

LAP 10 (MERCH), Comp. 404 and 450.

Buying and Pricing, Eugene L. Dorr and others, OM/PM#3, p. 15

Buying and Pricing, Eugene L. Dorr and others, p. 85
OM/PM#3

Retailing: Principles and Practices, Richert, Meyer, Haines, and Harris, p. 435

Retailing: Principles and Practices, Richert, Meyer, Haines, and Harris, p. 583

Buying and Pricing, Eugene L. Dorr and others, OM/PM#3, p. 32

Retail Merchandising, Wingate and Samson, p. 206

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

3. Functions of Pricing

- a. Skill in establishing pricing policy to assure an adequate gross margin.

Explain elements of a pricing policy.

Determine a pricing policy that assures an adequate gross margin.

Do "Improving Decision-Making Skills", p. 212. Retail Merchandising.

Class discussion of pricing policy.

LAP 42 (MERCH), Comp. 489

Do "Sharpen Your Outlook", pp. 105-106 in Buying and Pricing.

Do case problem p. 565 in Retailing: Principles and Practices.

Discuss factors that go into establishing a markup.

Select two groups to debate the topic "Mark-Ups: Too High for Today's Consumers."

Have a retail manager or buyer discuss with class typical mark-ups on various product lines and why.

Do "Improving Decision-Making Skills", p. 336, Retail Merchandising.

Do problem, p.563 Retailing: Principles and Practices.

Marketing and Distribution, Mason, Rath, and Ross, p.308

Retail Merchandising, Wingate and Samson, p.318

Retailing: Principles and Practices, Richert, Meyer, Haines, and Harris, p.553

Buying and Pricing, Eugene L. Dorr and others OM/PM#3, p. 97

Retailing: Principles and Practices, Richert, Meyer, Haines, and Harris, p. 558

Basic Retailing and Distribution, Reich, Levy, and Feldman, p.162

Retail Merchandising, Wingate and Samson, p. 308

- b. Skill in establishing the markup for each product or product line.

Select a product line and determine typical markup.

Calculate markups.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

- c. Knowledge of the timing of price reduction and the percentage of markdown.

Explain when price reductions and markdowns are appropriate.

Calculate markdowns.

LAP 51 (MERCH), Comp. 454.

Do Activities 1 p. 169 Basic Retailing and Distribution

Have students visit various retail stores where price reductions and markdowns are currently being made. Write a report to explain why they believe the price reductions and markdowns are being used.

In school store situation have students in small groups discuss reducing prices. Have them decide what merchandise might be best promoted through a price reduction and when.

In school store situation have the accounting personnel report on gross margin, operating expenses, and percentage of profit.

Have students survey various types of retailers to determine percentage of profit store-wide.

Have a panel of retailers discuss operating expenses, inflation, and how these affect gross margin.

Retail Merchandising by Wingate & Samson p. 313

Basic Retailing and Distribution by Reich, Levy, & Feldman p. 168

Retailing; Principles and Practices by Richert, Meyer, Haines and Harris p. 562

Retail Merchandising by Wingate & Samson p. 318

Retailing Principles and Practices by Richert, Meyer, Haines and Harris p. 553

Buying and Pricing by Eugene L. Dorr and others OM/PM #3 p. 97

- d. Knowledge that a department's gross margin should cover operating expenses and provide a percentage of profit.

Describe the use of a department's gross margin.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

D. Marketing Management
Competency Development
in Operations

1. Function of Inventory Control

- a. Skill in establishing an inventory control system

Identify the types of inventory control systems.

Explain the function of an inventory control system.

Have students in small groups make up a case problem concerning pricing for an adequate gross margin. Exchange and solve the problems.

LAP 31 (MERCH), 467 and 490.

Do "Improving Your Decision Making Skills" 1 p. 566 Retail Merchandising.

Do Exercises at end of Part 49
Retailing: Principles and Practices

Have students take a physical inventory of personal belongings. Then discuss how they could set up a perpetual inventory system.

In school store have appropriate students discuss inventory procedures. Brainstorm ways to improve.

LAP 4 (MERCH), Comp. 466.

Retail Merchandising by Wingate & Samson p. 541

Basic Retailing and Distribution by Reich, Levy & Feldman p. 171

Retailing: Principles and Practices by Richert, Meyer, Haines, & Harris, p. 428

- b. Skill in maintaining inventory control records.

Discuss steps necessary to maintain inventory control.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

c. Knowledge of how to analyze records to detect stock shortages and overages.

Explain how to analyze records to detect stock shortages and overages.

Obtain old inventory control records from local businesses. Explain how they were maintained.

In school store have students rotate through warehouse and be responsible for maintaining inventory control records.

Have students design inventory control records. Provide some examples.

Visit local business and observe how inventory control is maintained.

Using inventory control forms developed in previous sections have students take a physical inventory of classroom. Then teacher removes and adds items. Take another inventory and examine records to detect shortages and overages.

Same activity could be applied to a school store.

Working students report on their experiences with inventory and shortages and overages. If coop program build into training plan.

Basic Retailing and Distribution by Reich, Levy, & Feldman p. 171

Retailing: Principles and Practices by Richert, Meyer, Haines and Harris p. 428

Basic Retailing and Distribution by Reich, Levy, & Feldman p. 172

Retailing: Principles and Practices by Richert, Meyer, Haines and Harris. p. 430

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

e. Skill in interpreting computer output, such as printouts, etc.	Read a computer printout	Do "Case Problem" p. 451 in <u>Retailing: Principles and Practices</u>. Obtain computer printouts from local businesses. Explain to students how to read via overhead or handouts. Have students practice reading printouts. Develop a series of questions to ask. If your school uses a computer to maintain inventory have the data processing manager come to class to explain system and bring sample printouts. Do "Can You Answer These" p. 450 in <u>Retailing: Principles and Practices</u>.	<u>Retailing: Principles and Practices</u> by Richert, Meyer, Haines and Harris p. 446
E. Marketing Management Competency Development in Administration and Supervision 1. Recruiting and Employing Individuals for Various Jobs a. Knowledge of procedures 333 to determine job classifications, qualifications and/or number of individuals needed for various positions.	Describe a job analysis. Perform a job analysis.	LAP 1 (MGT), Comp. 609. LAP 5 (MGT), Comp. 734. Have a personnel manager discuss with the class the types of job classifications found in retailing and how they are used.	340

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

- b. Skill in writing, job descriptions, specifications, etc.

Write a job description.
Write the job specifications for the job description.

Class discussion of job analysis. Include why used and procedures.

Have students do a job analysis. Could be for position in school store or coop job.

LAP 5 (MGT), Comp. 612.

Bring in sample job descriptions and show students. Discuss how they are used.

Have students write a job description and specifications for job analyzed above.

Have working students bring in their job descriptions and discuss how their employers use them.

LAP 6 (MGT), Comp. 765.

Have local business person discuss with the class the EEOC and affirmative action programs that his or her business is involved in.

Have students to survey local retailers to see how they are complying with EEOC and affirmative action.

Have students review help wanted ads to see how they comply with EEOC and affirmative action.

Modern Business Management by Hicks & Gullet p. 289

Business Principles and Management by Shilt, Everard & Johns p. 513

Business Principles and Management by Shilt, Everard & Johns p. 516

Some material available from local, state, and federal governmental agencies.

Some local businesses may share some of their material too.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

- d. Skill in interviewing prospective employees.

Explain the characteristics of a good interviewer.

Conduct an interview applying the characteristics of a good interviewer.

LAP 6 (MGT), Comp. 661.

Divide students in small groups; brainstorm questions typically asked in interview.

Have personnel manager discuss what makes a good interviewer.

Use DECA job interview event and role play interview.

Modern Business Management by Hicks & Gullett, p. 301

Business Principles and Management by Shilt, Everard, & Johns, p. 519

- e. Skill in selecting individuals for various positions based upon recommendations, experience, etc.

Describe what a manager looks at when selecting an individual for a position.

LAP 6 (MGT), Comp. 692 & 693.

Obtain blank application forms from local businesses. Have students fill out for a fictitious person. Divide into small groups and discuss which applicant best meets job specifications.

Class discussion of concerning the checking of references. Develop a list of questions to ask a reference.

Business Principles and Management by Shilt, Everard, & Johns, p. 515

- f. Skill in obtaining necessary information such as health clearances, tax data, social security number, and insurance data.

Discuss the typical types of information that must be obtained from new hires.

Have working students present the types of information necessary for completing hiring process.

Modern Business Management by Hicks & Gullett, p. 294

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

- g. Knowledge of federal and state employee laws such as child labor, civil rights, wage and salary, etc.

Summarize the pertinent federal and state employment laws

Have a speaker from employment security division discuss health clearances, taxes, and social security.

Obtain information for local insurance firm concerning retail employee insurance.

LAP 6 (MGT) Comp. 764.

Class discussion of various employment laws.

Survey local businesses to find out how they keep current with new laws and regulations.

Have a lawyer or other qualified person discuss with the class cases involved with retailer accused of violating employment laws.

Write a position paper "The Importance of Knowing Employment Laws Related to Retailing."

Have representative of social security discuss its benefits collect information concerning benefits and discuss in class.

Business Principles and Management by Shilt, Everard, & Johns p. 515

Various local, state, and federal governmental agencies have several reference, pamphlets, etc.

Retailing: Principles and Practices, Part 60.

Retail Merchandising, p. 583

- h. Skill in explaining benefits to employees such as social security, health care, pension plans, etc.

Identify fringe benefits common to retail employees.

Explain fringe benefits to an employee.

Various local, state and federal governmental agencies

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

2. Training Employees

- a. Knowledge of appropriate training aids and reference materials.

Describe appropriate training aids and reference materials.

Have students collect information from local retailer concerning their health care, pension plans, etc. Discuss what benefits should be explained to employees. Set up role playing situations.

Have students read through information concerning health care, pensions, etc. and summarize benefits that should be communicated to employees.

LAP 10 (MGT), Comp. 690 and 607.

Survey local retailers to determine the types of training materials they use and where they get them. Borrow those you can examine in class and discuss.

Write publishers, trade organizations, etc. for free materials and catalogs. Develop a list or file of materials available.

Have working students discuss the materials they used in training.

Business Principles and Management, Chapter 26

Business Principles and Management by Shilt, Everard & Johns p. 521

Modern Business Management by Hicks & Gullett p. 302

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

b. Skill in training employees concerning job responsibilities duties, policies and procedures, systems, trends, products and terminology.

Plan a training session concerning some employee related topic.

LAP 9 (MGT), Comp. 691.

Divide class into small groups and have them put on a training session. They must determine objective, locate materials, formulate agenda, etc.

Business Principles and Management by Shilt, Everard, & Johns p. 521

Have a local retailer or training specialists put on training session for the class.

Modern Business Management by Hicks & Gullett p. 302

Do Case 25-1 p. 530
Business Principles and Management.

c. Skill in conducting seminars, training sessions, clinics, or shows for customers.

Plan a seminar or special clinic/show for customers.

LAP 11 (MGT), Comp. 721 and apply to customer meeting.

Brainstorm a list of seminars training sessions, etc. that would be appropriate for customers.

Modern Business Management by Hicks & Gullett p. 303

Conduct a seminar or special clinic for customers.

Survey local businesses to see what, how, when, where, etc. of their seminars and session for customers.

Divide students into teams to plan a customer seminar. Teams could work with a local firm or fictitious store. Role play session in class.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

3. Supervising Employees Congruent with Job Duties and Responsibilities

a. Skill in planning goals and objectives for specific jobs.

Develop personal goals and objectives using a time management plan.

LAP 17 (MGT), Comp. 695.

Have students set up their own personal time management plan. Have them follow it for one week and then write a report on its effectiveness.

Time Management Ohio DE Materials Lab pp. 1-19

Have working students discuss the goals and objectives for their jobs. Include how they are planned.

In school store situations have students plan goals and objectives for their specific jobs.

Do LDI Goal Setting Exercise

b. Skill in planning job responsibilities for employees and assign authority.

Explain advantages to planning and then delegating responsibility.

Do case problem 18 p. 41 Time Management.

Time Management Ohio DE Materials Lab pp. 19-23

Describe techniques of delegating responsibility and authority.

Class discussion concerning why people have trouble delegating.

In school store situation have managers discuss the techniques they used to delegate authority. Have other students describe their feelings toward accepting delegated responsibility and authority.

Retailing: Principles and Practices, Part 57

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

c. Skill in scheduling employee working hours.

Discuss the points of consideration in scheduling employee working hours.

Schedule employee working hours.

LAP 2 (MGT) Compts. 608 and 712 (excellent for this competency).

LAP 14 (MGT) Compts. 763 and 782.

Do case problem p. 498 in Retailing: Principles and Practices.

Brainstorm the considerations that must be looked at when scheduling employee working hours.

Have working employees practice scheduling their department.

Obtain a work schedule from a local business or working student and analyze in class.

Build a work schedule for a fictitious department. Teacher make up a case.

LAP 17 (MGT) Comp. 723.

LAP 4 (MGT) Comp. 778

Class discussion of techniques that students have observed of supervisors assigning work.

Retailing: Principles and Practices, Part 57

Business Principles and Management by Shilt, Everard, & Johns p. 580

d. Skill in assigning work to employees.

Present good techniques for assigning work to employees.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

e. Skill in supervising work of employees.	Detail good supervisory techniques.	Have local retailer discuss how they want their supervisors to assign work to employees. Have students work in teams to plan a case illustrating the good techniques for assigning work to employees. Then role play the cases. LAP 12 (MGT), Compts. 664 and 729. (This is excellent for this competency). Class discussion about supervisory techniques. Develop a list of qualities of a good supervisor. Have working students relate examples of supervisor working with employees to solve problems or motivate lethargic attitudes. Develop into case problems and ask to apply good supervisory techniques. Do Project 19, p. 499 <u>Retailing: Principles and Practices.</u>	<u>Business Principles and Management</u> by Shilt, Everard & Johns p. 580 <u>Retailing: Principles and Practices</u>, Part 57 <u>Employee Motivation</u> Ohio DE Materials Lab <u>Business Principles and Management</u> by Shilt, Everard & Johns p. 582 <u>Retailing: Principles and Practices</u>, Part 57 <u>Employee Motivation</u> Ohio DE Materials Lab
4. Evaluating Employees a. Skill in establishing criteria and procedures for evaluating employees.	Develop an employee evaluation form. Describe the procedures used by retailer to evaluate employees.	LAP 12 (NGT), Comp. 610.	

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

- b. Skill in evaluating employee's performance according to firm policies and procedures.

Evaluate employee performance given a case situation.

Class discussion of the current coop evaluation form used in DE program. Discuss appropriateness of criteria for the job.

Obtain employee evaluation forms from local retailers. Compare retailer forms with coop DE form.

Divide into teams and have students develop an employee evaluation form appropriate for a designated job.

Survey local businesses to determine their procedures for evaluating. Summarize in a written report.

LAP 12 (MGT), Comp. 610

LAP 7 (MGT) Comp. 611.
(This lap includes good case problem).

Have class discussion concerning the manager's attitude towards evaluating employees.

Develop case problems evaluating employee performance. Work on individually then in small groups. Role play an evaluation conference between manager and employee.

Evaluating Employees
Ohio DE Materials Lab pp. 12-25

Evaluating Employees Ohio
DE Materials Lab pp. 26-28

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

5. Planning and Control-
ling Facilities,
Equipment, and
Services.

a. Knowledge of
site location
for facilities.

Describe the factors that
influence the site location
for retail stores.

Identify various types of
site location within local
community.

LAP 25 (MGT), Comp. 623.

LAP 24 (MGT), Comp. 628.

Using a map of the local commun-
ity identify the different types
of site locations.

Divide different site locations
within your local community
among groups. Have groups in-
vestigate the factors affecting
the site. Write a report or make
an oral report.

Have local person (realtor,
merchants association, mail
manager) discuss site locations
within your community.

Locate vacant site locations and
discuss their advantages and
disadvantages.

Visit local retailers. Have
students inventory selling,
building, and non-selling
equipment including lighting.

Have students in teams plan the
equipment needs for a specified
department in a fictitious retail
store.

Modern Business Management
by Hicks & Gullett p. 230

Business Principles and
Management by Shilt, Everard
& Johns p. 197

Retail Merchandising by
Wingate & Samson p. 75

Retailing: Principles and
Practices by Richert, Meyer,
Haines & Harris p. 543

Retail Merchandising by
Wingate & Samson p. 88

Business Principles and
Management by Shilt, Everard
& Johns p. 201

b. Knowledge of
equipment needs.

List the equipment typically
used in a retail store.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

- c. Knowledge of layout to provide for appropriate and adequate space for work areas and merchandise.

Analyze a store layout to determine appropriateness and adequacy of work areas and space for merchandise.

In school store situation have students plan equipment needs. Use equipment catalogs and other related materials.

Have working students write a report on equipment they have in their stores. Evaluate how well the equipment is doing the job.

LAP 25 (MGT) Comp. 625

LAP 26 (MGT) Comp. 626

Have students draw layouts of various retail stores. Have class discussion of strengths and weaknesses of the layouts.

Do problem 1 p. 297
Retailing: Principles and Practices,

Have students visit local retail stores of same type. Measure selling space and non-selling space. Write report of results and make conclusions about the selling and non-selling spaces.

Class discussion of factors affecting efficient customer traffic flow.

Retailing: Principles and Practices by Richert, Meyer Haines & Harris p. 193

Retail Merchandising by Wingate & Samson p. 94

Retailing: Principles and Practices by Richert, Meyer, Haines & Harris p. 290

Business Principles and Management by Shilt, Everard & Johns p. 201

Business Principles and Management by Shilt, Everard & Johns p. 203

- d. Knowledge of efficient flow of customer traffic plans.

Analyze a store layout to determine the efficiency of customer traffic planning.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

- e. Skill in planning policies and procedures related to customer services.

Identify typical types of customer service policies and procedures.

Have students select a retail store in your community which provides for best flow of customer traffic. Give an oral report explaining flow.

Provide students with a store layout. Have them analyze the efficiency of customer traffic flow.

LAP 27 (MGT), Comp. 787.

Survey local retailers to determine their customer service policies and procedures. Compare stores by type, size, perceived success. Write a report.

Have panel of local retailers discuss their customer service policies and procedures.

Have working students discuss their customer services and why they believe they are provided.

Retailing: Principles and Practices by Richert, Meyer Haines & Harris p. 296

Retail Merchandising by Wingate & Samson p. 95

Business Principles and Management by Shilt, Everard & Johns p. 144

Retailing: Principles and Practices by Richert, Meyer Haines and Harris p. 505

6. Planning and Controlling for Liability Factors

- a. Knowledge of procedures for adherence to safety measures and accident prevention, especially as

Identify in a retail store the procedures and measures taken to adhere to safety measures and OSHA regulations.

stated in OSHA.

Have OSHA inspector discuss with class the law and how it applies to retailers.

Business Principles and Management by Shilt, Everard & Johns p. 545

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

- b. Knowledge of insurance needs for fire, liability, theft, etc.

Describe the insurance needs of a retail store.

Have working students determine what their store has done to meet OSHA standards.

In school store situation have students inspect for OSHA violations.

Visit local retail stores and have students identify areas where OSHA standards apply. Write a report.

Have local insurance agent discuss with class the insurance needs of retailers.

Play "Hollywood Squares" with insurance terminology.

In school store situation have students investigate the types of insurance appropriate.

Have students select a retail store they like and investigate insurance appropriate for the store. Write a report.

Modern Business Management by Hicks & Gullett p. 417

Retail Merchandising by Wingate & Samson p. 570

Retailing: Principles and Practices by Richert, Meyer Haines & Harris p. 510

Business Principles and Management by Shilt, Everard & Johns p. 357

Marketing and Distribution by Mason, Rath and Ross p. 482

7. Managing Financial Functions

- a. Knowledge of administration of overall budget.

Explain how an overall budget is administered in a retail operation.

LAP 22 (MGT), Comp. 616.

LAP 21 (MGT), Comp. 653.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

- b. Skill in administering projected budget with actual budget.

Discuss procedures for administering projected budget with actual budget.

Have retail manager discuss with class administration of overall budget.

Have student describe how they administer their personal budgets. Have them apply this to a retail store situation.

In school store situation discuss procedures for preparing and administering an overall budget.

Have retail manager discuss administrative procedures with class.

Have class discussion of administering budgets.

Have students write a report on the steps involved in administering budgets.

LAP 15 (OPER), Comp. 617.

Have class discussion of analysis procedures.

Develop a projected budget and an actual budget. Then in a case-like situation conduct the analysis. Write up results of the analysis.

Do problems 1 and 2 p. 425 Retailing: Principles and Practices.

Business Principles and Management pp. 450-456

Retailing: Principles and Practices, pp. 423-424

Modern Business Management by Hicks & Gullett p. 281

Modern Business Management by Hicks & Gullett p. 281

Business Principles and Management p. 456

- c. Knowledge of procedures to analyze projected budget with the actual budget.

Identify the procedures necessary to analyze projected budget with actual budget.

- d. Knowledge of how to interpret financial reports and records.

Interpret a financial report.

Retailing: Principles and Practices by Richert, Meyer, Haines, and Harris p. 423

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

8. Managing Administration Functions
- a. Knowledge of the administration of wage, salary, and incentive plans.
- b. Knowledge of the responsibility for compliance with laws regarding taxes and payroll.

Explain the administration of wage, salary, and incentive plans.

Describe the laws that employers must comply with regarding taxes and payroll.

Do "Improving Decision-Making Skills" 1 p. 501 Retail Merchandising.

Do "Problems and Projects" pp. 465-466 Business Principles and Management.

Obtain various financial statements. Have students practice analyzing and interpreting them. Write report.

Class discussion of the wage, salary, and incentive plans that a retail manager is responsible.

Have local retailer discuss topic with class.

Survey local retailers to determine how they administer wage, salary and incentive plans.

Have class discuss payroll taxes. Do "Problems and Projects" p. 552.

Have working students report on the taxes deducted from their paychecks and explain employer responsibility.

Retail Merchandising p. 493-502

Business Principles and Management pp. 457-467

Business Principles and Management by Shilt, Everard & Johns p. 533

Modern Business Management by Hicks & Gullett p. 378

Business Principles and Management by Shilt, Everard & Johns p. 533

Modern Business Management by Hicks & Gullett p. 378

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

c. Knowledge of legal matters such as negotiating rental or leasing contracts, franchise agreements, ordinance compliance, etc.

Identify other legal matters that a retail manager must be knowledgeable about.

Have a lawyer representing retail clients discuss the legal matters typical to retailing.

Debate topic "Resolved : Knowledge of Legal Matter is Unimportant to Retailer."

Obtain copies of forms like a rent contract or lease and discuss contents in class.

Copies of rent contracts, franchise agreements, etc. would be appropriate.

d. Skill in managing credit policies and procedures.

Discuss the steps involved with managing credit policies and procedures.

LAP 17 (OPER), Compts. 736, 735, and 683.

LAP 18 (OPER), Compts. 739, 679, 685, 689.

LAP 19 (OPER), Compts. 686, 688, 680, 738.

LAP 20 (OPER), Compts. 687, 681, 684. 682.

LAP 21 (OPER), Comp. 737.

Survey local businesses to determine their credit policies and procedures. Write a report.

In school store situation develop a limited credit plan and the procedures for administering it.

Write a series of collection letters.

Marketing and Distribution
by Mason, Rath and Ross
p. 438

Business Principles and Management by Shilt, Everard & Johns p. 381.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

9. Using Memberships
in Organizations

- a. Skill in main-
taining rela-
tions with
employee orgar-
zations such
as trade and
professional
union.

Describe the role of a retail
manager in maintaining relations
with employee organizations.

- b. Knowledge of
promoting firm
through partici-
pation in pro-
fessional and
civic organi-
zations.
- Identify professional and
civic organizations that a
retail manager could partici-
pate in to promote firm.

Obtain various charge account
applications from local retailers.
Discuss the information included.
Develop your own application
form.

Fill out application form for
fictitious people. Set up approval
committees. Have them review the
applications and make decision to
approve or reject.

Play "Hollywood Squares" with
labor-management terminology p.
567 in Business Principles and
Management.

Have class discussion concerning
types of employee organizations.

Have representation of a union
discuss their pros and cons.

Survey local retailers to see how
many store employees are union
members and what unions they belong
to.

Make a list of professional and
civic organizations that a re-
tailer could participate in.

Retailing: Principles and
Practices by Richert, Meyer,
Haines and Harris p. 265

Customer Services by Leroy
M. Buckner OM/PM #9 p. 15

Retail Merchandising pp. 156-
163

Business Principles and
Management, Chapter 27

Modern Business Management
by Hicks & Gullett, p. 397

Literature from local profes-
sional and civic organizations.

COMPETENCY OUTLINE

PERFORMANCE OBJECTIVE

LEARNING ACTIVITIES

REFERENCE MATERIAL

Have representatives of local organizations discuss their goals, membership, etc.

Have students attend a meeting(s) of an organization. Write a report.

Have students write a report on the organizations they would join as a retailer.

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x		x	<u>Psychology and Human Relations in Marketing</u> , D. Hiserodt; New York: Gregg/McGraw-Hill Book Co., 1969.
		x	<u>Report Writing for Business</u> , R. Lesikar; Homewood, Illinois: Richard D. Irwin, Inc., 4th Ed., 1973.
x	x	x	<u>Retail Merchandising</u> , J. Wingate and H. Samson; Cincinnati: South-Western Publishing Co., 8th Ed., 1975.
x	x		<u>Retail Selling</u> , Y. Bodle and J. Corey; New York: Gregg/McGraw-Hill Book Co., 2nd Ed., 1977.
x	x	x	<u>Retailing Principles and Practices</u> , G. H. Richert, W. Meyer, P. Holmes, and E. Harris; New York: Gregg/McGraw-Hill Book Co., 6th Ed., 1974. (Including <u>Problems and Projects</u>)
x	x		<u>Salesmanship</u> , C. Kirkpatrick and F. Russ; Cincinnati: South-Western Publishing Co., 6th Ed., 1976.

1st Level	2nd Level	3rd Level
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|---|---|---|
| x | x | <u>Salesmanship Fundamentals</u> , J. Ernest and R. Ashmun; New York: Gregg/McGraw-Hill Book Co., 4th Ed., 1973. |
| x | x | <u>Schools and Careers</u> , E. Herr; New York: Gregg/McGraw-Hill Book Co., 1977. |
| x | | <u>Stone Talk</u> , E. Greif; Belmont, California: Fearon-Pitman Publishers, Inc., 1979. |
| x | | <u>Succeeding in the World of Work</u> , G. Kimbrell and B. Vineyard; Bloomington, Illinois: McKnight Publishing Co., 1975. |
| x | x | <u>Working at Human Relations</u> , R. Fruehling; New York: Gregg/McGraw-Hill Book Co., 1977. |
| x | | <u>Working in a Service Industry</u> , R. Grandfield and F. Gold; New York: Fairchild Publishers, 1972. |
| x | | <u>Working Makes Sense</u> , C. Kahn and J. Hanna; Belmont, California: Fearon-Pitman Publishers, Inc., 1973. |
| x | | <u>World of Work</u> , G. Kimbrell and B. Vineyard; Bloomington, Illinois: McKnight Publishing Co., 1974. |
| x | x | <u>Your Career in Marketing</u> , J. Beaumont, K. Langan, and L. Taylor; New York: Gregg/McGraw-Hill Book Co., 1976. (Including <u>Job Activity Guide</u>) |

DECA MATERIALS

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|---|---|---|
| x | | "All About DECA," FS/T. |
| x | x | <u>CBCE Handbook</u> |
| x | | "1979 DECA-Career Development Conference H. S. Division," FS/T. |
| x | | <u>DECA: The First Thirty Years</u> by Riley. |
| x | x | DECA transparency masters. |
| x | x | "Follow Me Through the New Series Competency Based Events," FS/T. |
| x | | <u>A Guide for DECA Chapter Officers.</u> |
| x | x | <u>Indiana DECA Competitive Activities Handbook.</u> |

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x			<u>Leadership Development and Officer Training Handbook.</u>
x			<u>Leadership Simulation/DECA.</u>
x			<u>Merit Awards Program Handbook.</u>
x	x	x	<u>National DECA Handbook.</u>
x			<u>A Program of Action for DECA Activities.</u>
			<u>OHIO D. E. MATERIALS LAB</u>
	x		<u>Advertising Layout: Putting It Together, 122-C6.</u>
	x		<u>B. C. Hints for Understanding Your Boss, B01-F4.</u>
x			<u>Bulletin Boards for D. E., B02-F4.</u>
x			<u>Calendars, C21-Q6.</u>
x			<u>Career Information Unit, S04-D6 and S05-D6.</u>
x			<u>Communication in Distribution, 106-B7.</u>
	x		<u>Communication in Distribution, 106-B7.</u>
x			<u>Corporate Decisions -- An Interaction Game.</u>
x			<u>D. E. is Competition, B07-F6.</u>
	x		<u>DECA Leadership Simulation, S10-E2.</u>
x	x	x	<u>Developing a Program of Activities for Local DECA Chapters, S12-E3.</u>
x			<u>Dress to Impress, 109-C1.</u>
386	x		<u>Employee Motivation, A08-H6.</u>

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		x	<u>Evaluating Employees, A09-H6.</u>
x	x	x	<u>Human Relations Cases, A10-H7.</u>
	x		<u>Ideas for Local DECA Projects, S15-E4.</u>
	x		<u>Know Your Training Station, S17-E4.</u>
	x		<u>Laboratory Mini-Projects.</u>
		x	<u>Leadership Training Guide for DECA Officers, A15-I1.</u>
		x	<u>A Look at Metrics in Distributive Education, A16-12.</u>
x			<u>Our Free Enterprise System, 112-C2.</u>
x			<u>Parliamentary Law Makes Sense, B22-C4.</u>
x	x		<u>Safety and You on the Job, 125-C7.</u>
x			<u>The School Store: A Retail Laboratory for D. E., S26-E7.</u>
	x		<u>Some Views on the Issue of Business Ethics.</u>
x			<u>"The Start of Something Big," V06-W6.</u>
	x	x	<u>Survival in the World of Work, 129-D2.</u>
	x		<u>Ten Steps to a Planned Sales Presentation, V08-W1.</u>
		x	<u>Time Management, A26-15.</u>
		x	<u>Values for D. E., S28-F2.</u>

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UNIVERSITY OF TEXAS INSTRUCTIONAL MATERIALS CENTER

	x	<u>Basic Retail Credit.</u>
x		<u>Basic Selling.</u>
x		<u>Basic Selling Techniques.</u>
x		<u>Communications in Distribution.</u>
x		<u>General Marketing Curriculum.</u>
x		<u>The How in Parliamentary Procedure Manual.</u>
	x	<u>The How of Parliamentary Procedures.</u>
x		<u>Practical Leadership.</u>
x		<u>The Promotion Function.</u>
	x	<u>Receiving, Checking, and Marking.</u>
	x	<u>Stockkeeping.</u>
x		<u>You: A Guide for Personal Development for Young Men/Women.</u>

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AUDIO-VISUAL MATERIALS

- x Advertising Store, Procter and Gamble.
- x Anatomy of a Sale, Sears, Roebuck & Co.
- x Brand Names and Labeling Games, Indiana University A-V Center #CSC 2542.
- x Careers in Department Stores; ...Fashion; ...Food Merchandising; ...Service Stations, Fairchild Publishers.
- x Careers in Focus, Gregg/McGraw-Hill Book Co.
- x Careers in Marketing, Gregg/McGraw-Hill Book Co.
- x The Choice is Yours, the Sears Roebuck Foundation Film Library, c/o Association Films, Inc.
- x CLIO Award-Winning T-V Commercials, Indiana State University A-V Center, D-415 J-S-C-A, ATVR: ATVR.
- x Creating a Friendly Atmosphere in Your Store, Motivating Messages Unlimited.
- x Consumer Choice, Procter and Gamble.
- x The Consumer Movement, Indiana University A-V Center #CSC 2560.
- x Consumer Skills: Budgeting Your Money, Indiana University A-V Center #BSC 160.
- x x Consumer Skills: Buying on Credit, Indiana University A-V Center #BSC 163.
- x Consumer Skills: Saving and Investing, Indiana University A-V Center #BSC-165.
- x Distributive Education: Channels of Distribution, (Marketing Principles), transparencies, Gregg/McGraw-Hill Book Co.
- x Effective Writing: Learning from Advertising Language, Indiana University A-V Center #ESC 1355.
- x Enterprise, NFIB Education department.
- x Good Looks/Here and Now, booklet and film, Armour-Dial.
- x American Enterprise, free-loan film series, Government, Modern Talking Picture Service.

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- x How Honest are You, and Developing Your Character, Coronet Instructional Films.
- x If an Elephant Answers, Indiana Bell Telephone Company.
- x It's a Capital Idea, Walt Disney Educational Media Co.
- x Job Discrimination-Doing Something About It, Indiana University A-V Center #CSC 2726 (Alternate film: The Prejudice Film, Ball State A-V Center).
- x Jobs in the City: Distribution, Indiana University A-V Center #ESC 1254.
- x Jobs in the City: Services, Indiana University A-V Center #ESC 1193.
- x Land and People, American Enterprise Series, Phillips Petroleum Co. (available through Modern Talking Picture Service)
- x x Marketing, Indiana University A-V Center #ESC 1481 (Alternate film: The Marketeers: Careers in Marketing and Distribution).
- x Orientation to D. L., transparencies, Cheshire, Colonial Films.
- x Parliamentary Procedure in Action, Indiana University A-V Center #CSC 1659.
- x The People on Market Street--Supply and Demand, Walt Disney Educational Media Co.
- x The Profit Pendulum, U. S. Chamber of Commerce.
- x Profits at Work, slide tape presentation, U. S. Chamber of Commerce, distributed by Phillips Petroleum Co.
- x Profits!!! What Happened to All the Bread?, Phillips Petroleum Co., Modern Talking Picture Service.
- x Six Steps in Making the Sale, Motivating Messages Unlimited.
- x Using the Telephone Effectively, Motivating Messages Unlimited.
- x Your Attitude is Showing, Chapman, SRA, filmstrip, record, and book.
- x Your Job: Fitting In, Indiana State University A-V Center #C 782.

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- x What is a Career, and Worlds of Opportunity in Themselves, Instructional Materials Center, University of Texas.
- x Who Profits from Profits, slide-tape presentation, U. S. Chamber of Commerce, distributed by the Phillips Petroleum Co.
-
- OTHER MATERIALS
- x All About OSHA, U. S. Department of Labor, Occupational Safety and Health Administration.
- x Career Exploration in Marketing and Distribution, Contract Research Co.
- x Career Planning Manual, Ivy Tech, Terre Haute.
- x Checklist for Store Safety, National Retail Merchants Association.
- x D. E. II Course of Studies, Oklahoma Department of Vocational-Technical Education.
- x Educational Communications, Phillips Petroleum Company, Economic resource bibliography free materials.
- x Enthusiasm Makes the Difference, N. V. Peale.
- x Erroneous Zones, Dyer, Avon books.
- x x Ethical Basis of Economic Freedom, Ethics Resource Center.
- x Fun Frustrations, IDECC.
- x Future Shock, Alvin Toffler, Bantam books.
- x Games, Puzzles, and Simulations for Distribution, B. Wilkie.
- x A Guide for Cooperative Vocational Education, Indiana Department of Public Instruction Division of Vocational Education.
- x Guide for Employers of Minors, Indiana Division of Labor.
- x x How to Win Friends and Influence People, D. Carnegie, Simon and Schuster.

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x			<u>In-School Store for Distributive Education</u> , M. Devitt, Indiana Curriculum Materials Center.
x			<u>Job Opportunities in Retailing Series</u> , J. C. Penney Co.
x	x	x	<u>LAPS Handbook by IDECC.</u>
		x	<u>Leadership Development Institute Materials.</u>
x	x		<u>Leadership Training Units for Vocational Youth</u> , Purdue Agriculture Department
x			<u>Making the Most of Your Job Interview</u> , New York Life Insurance Company.
x			<u>Merchandising Your Job Talents</u> , U. S. Department of Labor.
x			<u>Money Safeguarding Procedures</u> , National Cash Register.
	x		<u>Newspaper in the classroom project: Indianapolis Star and News.</u>
x	x	x	<u>Occupational Outlook Handbook</u> , U. S. Department of Labor.
x			<u>Our Economic System: Free Enterprise--Is This Any Way to Live</u> , Campbell, Sears, Roebuck and Co.
	x		<u>Our Economic System: More Jobs, There is a Way</u> , Campbell, Sears, Roebuck and Co.
x			<u>Our Economic System: The Magic of New Products and America's Amazing Success Machine</u> , Campbell, Sears, Roebuck and Co.
x			<u>Our Economic System: Then</u> , Campbell, Sears, Roebuck and Co.
	x		<u>Our Economic System: What Ever Happened to the Nickle Candy Bar?</u> and <u>You Pay for What You Get</u> , Campbell, Sears, Roebuck and Co.
	x		<u>Our Economic System: Who Cheers When Products Work?</u> , Campbell, Sears, Roebuck and Co.
x			<u>See You at the Top</u> , Zig Zigler.
x		x	<u>7-UP/MDA Community Service-Civic Consciousness Project.</u>

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- x Suggested Lesson Plans in Safety Education, National Association of Distributive Education Teachers.
- x That's What America's All About, Phillips Petroleum Co.
- x Tips on Making Change, National Cash Register.
- x Toward Matching Personal and Job Characteristics, U. S. Department of Labor.
- x Turn and Learn for Successful Selling, Sears, Roebuck and Co.
- x Your Attitude is Showing, Chapman, SRA.
- x Working, S. Terkel, Avon books.

PUBLISHERS' ADDRESSES

Armour Dial, Inc.
Department PR
221 North La Salle Street
Chicago, IL 60601

Association Films
512 Burlington Avenue
La Grange, IL 60525

Avon Books
959 8th Avenue
New York City, NY 10019
(available in hardback from
Pantham Books)

A-V Department
Chamber of Commerce
1615 H. St., N.W.
Washington, DC 20062

Ball State University
Educational Resources
A-V Dept.
Muncie, IN 47306

Charles E. Merrill Co.
1300 Alum Creek Dr.
Columbus, Ohio 43216

Colonial Films
70 Fairlie Street
Atlanta, GA 30303

Conrad Publishing Co.
Box 29204
Minneapolis, MN 55429

Contract Research Corp.
25 Flandus Road
Belmont, Massachusetts 02178

DECA
1908 Association Drive
Reston, Virginia 22091

Educational Services
Indianapolis Star
307 N. Pennsylvania St.
Indianapolis, IN 46206

Ethics Resource Center
University Square
Chapel Hill, NC 27514.

Fairchild Publishers
7 East 12th Street
New York, N.Y. 10003

IDECC
The Ohio State University
1166 Chesapeake Avenue
Columbus, OH 43212

Indiana Curriculum Materials
Center
TAW 200
ISU
Terre Haute, IN 47809

Indiana State University
A-V Center
Bloomington, IN 47401

Instructional Materials Center
University of Texas
LCG-305
Austin, Texas 78712

Invest in America Council
121 S Broad Street
Philadelphia, PA 19107

J.C. Penney Co.
330 West 34th Street
New York, NY

McGraw-Hill
Gregg Division
Manchester Road
Manchester, MO 63011

McKnight & McKnight
Publishing Company
Bloomington, IL 61701

Modern Talking Picture Service
2323 New Hyde Park Road
New Hyde Park, NY 11040

Motivating Messages Unlimited
St. Louis, MO

Muscular Dystrophy Assoc.
6201 La Pos Trail
Suite 100
Indianapolis, IN 46268

National Federation of Independent
Businesses
150 W. 20th Avenue
San Mateo, California 94403

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Newsweek
Education Dept.
701 Lesa Ave.
Findlay, Ohio 45840

Ohio D.E. Material Lab
1885 Neil Avenue
115 Townshend Hall
Columbus, Ohio 43210

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Educational Communications
4 A3 Phillips Building
Partlesville, OK 74004

Pitman Publishing Co.
6 Dours Dr.
Belmont, CA 94002

Proctor and Gamble
Home Office
Educational Materials
Cincinnati, OH 45201

Richard D. Irwin, Inc.
Homewood, IL 60430

Sears-Roebuck Co.
303 East Ohio Street
Chicago, IL 60611

South-Western Publishing Co.
5101 Madison Road
Cincinnati, OH 45227

SRA
1090 Wionna Avenue
Cincinnati, OH 45224

Walt Disney Educational Media Co.
500 S. Buena Vista St.
Burbank, CA 91521